

## COLLEGE OF AGRICULTURE AND LIFE SCIENCES

### ADMINISTRATION

David L. Call, dean

Brian F. Chabot, associate dean

William G. Boldt, assistant dean for public affairs

George J. Conneman, associate dean and director of academic programs

Elizabeth A. Oltenacu, associate director of academic programs

W. Ronnie Coffman, associate dean and director of research

Anthony M. Shelton, associate director of research

Lucinda A. Noble, associate dean and director of cooperative extension

R. David Smith, associate director of cooperative extension

Norman T. Uphoff, director of international agriculture

Larry W. Zuidema, associate director of international agriculture

### Office of Academic Programs Staff

Student services: Donald Burgett, Lisa Ryan, Catherine Thompson

Registrar: Mary Milks

Admissions: Bonnie Comella, Laurie Gillespie, Randy Stewart

Career development: William Alberta, Amy Benedict-Martin

### Department Chairs

Agricultural and biological engineering: R. B. Furry, Riley-Robb Hall

Agricultural, resource, and managerial economics: A. Novakovic, Warren Hall

Animal science: H. F. Hintz, Morrison Hall

Communication: R. D. Colle, Kennedy Hall

Education: H. D. Stuphin, Kennedy Hall

Entomology: G. Eickwort, Comstock Hall

Floriculture and ornamental horticulture: G. L. Good, Plant Science Building

Food science: R. A. Ledford, Stocking Hall

Fruit and vegetable science: E. E. Ewing, Plant Science Building

Natural resources: D. J. Decker, Fernow Hall

Plant breeding and biometry: E. D. Earle, Emerson Hall

Plant pathology: W. E. Fry, Plant Science Building

Rural sociology: D. L. Brown, Warren Hall

Soil, crop and atmospheric sciences: R. J. Wagenet, Emerson Hall

### College Focus

The College of Agriculture and Life Sciences provides educational programs that prepare young men and women with technical, management, and leadership skills. The college's programs fall into three major areas:

- Science and technology
- Management
- Communication and education

The college focuses on a broad-based education for its students, and on a problem-solving and basic research program. The program is geared to the discovery and dissemination of knowledge for the purpose of advancing the food system, agriculture, nutrition, biological sciences, environmental quality, and community and rural development throughout New York State, the nation, and the world.

There are six primary areas of focus, developed in response to the needs of society, and representing agriculture and life sciences in their broadest and most dynamic meaning:

- Agriculture (production and marketing)
- Community and Rural Development
- The Environment
- Food Systems, Nutrition, and Health
- International Dimensions
- Life Sciences

### Facilities

The College of Agriculture and Life Sciences is located on the upper campus, up the hill from the central area of Cornell University, on land that was once part of the Ezra Cornell family farm.

Buildings around the area commonly known as the Ag Quad house classrooms, offices, and laboratories. Flanking them are the greenhouses, gardens, and research facilities. Nearby orchards, barns, field plots, forests, and streams extend as far as the Animal Science Teaching Research Center at Harford and the Agricultural Experiment Station at Geneva.

Roberts Hall serves as headquarters for the administrative units, including offices of the deans and directors of academic programs, research, and cooperative extension. Included in the Office of Academic Programs are the director and associate director, the Admissions Office, the Career Development Office, the Office of Student Services and the Registrar.

Mann Library, with its extensive collections of materials in the agricultural and biological sciences, is at the east end of the Ag Quad. The student lounge and service center, known as the Alfalfa Room, and many of the college classrooms are in Warren Hall. Public computer facilities are available in Warren Hall, in Riley-Robb Hall, and in Mann Library.

### DEGREE PROGRAMS

The College of Agriculture and Life Sciences offers programs leading to the degrees of Bachelor of Science, Master of Science, and Doctor of Philosophy. Professional degrees include the Master of Professional Studies and the Master of Arts in Teaching. Some registered professional licensing and certification programs are also available.

Each curriculum in the college creditable toward a degree is registered with the New York State Education Board and is linked with the national Higher Education General Information Survey (HEGIS) codes for federal and state reporting.

### Graduate Degrees

Graduate study is organized by fields that generally coincide with the academic departments but may draw faculty from several disciplines in the various colleges of the university. The following graduate fields have primary affiliation in Agriculture and Life Sciences. Current graduate field representatives are also listed.

Agriculture [M.P.S. (Agr.)], G. Conneman, Roberts Hall

Agricultural and Biological Engineering, M. Walter, Riley-Robb Hall

Agricultural Economics, R. Boisvert, Warren Hall

Animal Breeding, E. J. Pollak, Morrison Hall

Animal Science, R. Quaas, Morrison Hall

\*Biochemistry, Molecular and Cell Biology; J. Calvo, Biotechnology Building

Biometry, S. Searle, Warren Hall

Communication, C. Glynn, Kennedy Hall

Development Sociology, T. Lyson, Warren Hall

\*Ecology and Evolutionary Biology, R. Root, Corson Hall

Education [also M.A.T.], A. Berkey, Kennedy Hall

Entomology, J. Liebherr, Comstock Hall

Environmental Toxicology, A. Yen, Veterinary Research Tower

Floriculture and Ornamental Horticulture, N. Bassuk, Plant Science Building

Food Science and Technology, J. Hotchkiss, Stocking Hall

\*Genetics and Development, M. Goldberg, Biotechnology Building

International Agriculture and Rural Development [M.P.S. (Agr.)], R. Blake, Morrison Hall

International Development, N. Uphoff, Caldwell Hall

Landscape Architecture [M.L.A.], L. Mirin, W. Sibley Hall

\*Microbiology, S. Zinder, Wing Hall

Natural Resources, R. Oglesby, Fernow Hall

\*Neurobiology and Behavior, A. Bass, Seeley Mudd Hall

Nutritional Sciences, K. Rasmussen, Martha Van Rensselaer Hall

\*Physiology, J. Wootton, Vet Research Tower

\*Plant Biology, J. Doyle, Mann Library Building

Plant Breeding, D. Viands, Bradfield Hall

Plant Pathology, J. Lorbeer, Plant Science Building

Plant Protection [M.P.S. (Agr.)], G. Bergstrom, Plant Science Building

Pomology, M. Pritts, Plant Science Building

Soil, Crop and Atmospheric Sciences, S. Riha, Emerson Hall

Statistics, M. Wells, Caldwell Hall

Vegetable Crops, P. Ludford, Plant Science Building

\*Zoology, D. Noden, Veterinary Research Tower

#### *\*Division of Biological Sciences*

### **Bachelor of Science Degree**

Departments in the College of Agriculture and Life Sciences sponsor study for the B.S. degree in sixteen major fields. To qualify for the degree, students must fulfill requirements established by the faculty of the college and administered through the Office of Academic Programs. The following units offer major fields of study for undergraduates. A faculty advising coordinator is listed for each unit. Students should consult with the faculty coordinator regarding requirements and opportunities for concentrations within the major field.

Agricultural and Biological Engineering: K. Gebremedhin, 320 Riley-Robb Hall

Animal Sciences: E. J. Pollak, B-22 Morrison Hall

Applied Economics and Business Management: D. Streeter, 354 Warren Hall

Biological Sciences, Division of: H. Stinson, 200 Stimson Hall

Biometry and Statistics: S. Schwager, 339 Warren Hall

Communication: B. Earle, 332 Kennedy Hall

Education: D. Hedlund, 403 Kennedy Hall

Entomology: R. Roush, 6130 Comstock Hall

Food Science: J. Sherbon, 207 Stocking Hall

Landscape Architecture: P. Trowbridge, 442 Kennedy Hall

Natural Resources: T. Fahey, 8F Fernow Hall

Nutrition, Food, and Agriculture: C. Bisogni, 334 MVR Hall

Plant Science Units (Plant Biology, Breeding, Pathology/Protection, Floriculture, Pomology, Vegetable Crops): D. Viands, 523 Bradfield Hall

Rural Sociology: D. Brown, 133 Warren Hall

Soil, Crop and Atmospheric Sciences: G. Fick, 505 Bradfield Hall

Special Programs in Agriculture and Life Sciences: D. Burgett, 140 Roberts Hall

### **Summary of Basic College Requirements for Graduation**

#### 1. Credit Hours

- Minimum: 120
- Minimum with letter grade: 100 (number with S-U grades pro-rated for transfer students)
- Maximum independent study, teaching experience, internships: 15 (pro-rated for transfer students)
- Minimum from College of Agriculture and Life Sciences: 55
- Maximum from endowed colleges without additional charge: 55. Payment must be made for each credit taken in excess of the 55 allowed, whether or not the courses are passed. For the precise fee per credit, students should call the Office of the Bursar.
- Maximum transferred in: 60; minimum at Cornell: 60

Transfer credit will *not* be accepted for the Project Advance Programs. If a student is enrolled in a college/university course, during his/her high school years, transfer credit will be given *only* if certain criteria are met, i.e., taught by a university/college instructor, in the college/university environment, along with other college/university students and graded as the college/university students are graded. If one of these is not met no transfer credit will be given. Written verification may be necessary.

**Note: Credits received for physical education and for certain other courses, such as Mathematics 109, Education 005 and LSC courses, do not count toward the 120 hours but are included on the transcript and in the grade-point average.**

#### 2. Residence

- Normally, eight full-time semesters
- Seven semesters, if all other degree requirements are met, with a grade-point average of 2.0
- Minimum of 12 credits per semester
- Minimum of two semesters, including the final semester prior to graduation, in the College of Agriculture and Life Sciences (residency in the Internal Transfer Division [ITD] does not count toward residency in the college)
- Students who have completed 8 semesters in residence at Cornell, including two in the college, and who have 8 or fewer credits remaining for graduation may petition for approval to complete this work elsewhere.

#### 3. Physical Education (see note at 1f)

- Completion of university requirement for two terms of work
- Transfer students may be exempt from part or all of the requirement.

Note: Requests for exemption should be made in writing to the University Faculty Committee on Physical Education. Requests for postponement should be referred to Alan Gantert, Teagle Hall (255-4286). Medical postponement requests must go through Gannett Clinic.

#### 4. Grade-Point Average (GPA)

- Cumulative GPA: 1.7 or above must be maintained
- Final semester GPA: 1.7 on a minimum of 12 credits in final term before graduation.

Note: Only grades earned at Cornell and while registered in the college are included.

#### 5. Distribution

The purpose of the distribution requirement is to provide a broad educational background and acquaint students with a broad range of subject matter. Through study of the physical sciences, students develop quantitative and analytic skills based on an understanding of the physical laws governing the universe; through study of the biological sciences, they gain an appreciation of the variability of living organisms. The social sciences and humanities give students perspective on the structure and values of the society in which we live, and prepare them to make decisions on ethical issues that will impact their work and role in society. Through development of written and oral expression skills, students master the essentials of effective communication.

Credits received for independent study, field, teaching, or work experience, and internships cannot be used to fulfill the distribution requirement. Courses judged to be remedial in the discipline such as Education 005, will not be counted.

Group A: Physical Sciences. 9 credits of 100- or 200- level courses, in at least two disciplines, including at least one course in chemistry or physics.

Chemistry

Physics

\*Mathematics (excluding Education 005 and Mathematics 109)

Education 115

Soil, Crop and Atmospheric Sciences 131

Biometry

Astronomy

Geology

\*The college mathematics requirement is described below.

Group B: Biological Sciences. 9 credits, including 6 of introductory biological science.

Biological Sciences (except 152, 160, 200 [unless permission of associate director of the division of Biological Sciences is obtained], 202, 205, 206, 208, 209, 301 or 367)

Animal Sciences 100, 221, 300, 301

Entomology 212

Nutritional Sciences 262

Plant Breeding 225

Plant Pathology 301, 309

Group C: Social Sciences and Humanities. 12 credits (6 in each of the following two categories):

Social Sciences. 100- through 400-level courses in the following departments (excluding Freshman Seminars):

Anthropology

Archaeology

CEH 110/CEH 111 (cannot receive credit for these courses and Econ 101/Econ 102)

Communication 418, 422

Economics (except Agricultural Economics)

Education 271, 311, 317, 370, 378  
Government (including Africana Studies 190)

HDFS 150 (cannot receive credit for this course and Soc 243)

LA/CRP 261, 360, 363

LA/ARKEO 365

Psychology

Sociology (including Rural Sociology except RS 100, 175, 318, 442)

Humanities. 100- through 400-level courses in the following departments (*excluding*

Freshman Seminars and language courses):

Africana Studies (literature and history)

Asian American Studies

Asian and Near Eastern Studies (history and literature)

Classics

Comparative Literature

English (*literature only*)

French, German, Italian, Russian, and Spanish (*literature only*)

History

History of Art/History of Architecture LA 382

Music and Theatre Arts (theory, literature, and history only)

Philosophy (also Natural Resources 407)

Religious Studies

Rural Sociology 100, 175, 318, 442

S & TS 233

Group D: Written and Oral Expression. 9 credits, of which at least 6 must be in written expression, selected from the following:

Freshman Seminars

Communication 201, 350, 352, 360, 363, 365

English 280-281, 288-289, 382-385, 388-389

## 6. Mathematics

The faculty requires minimum competency in mathematics as a requisite to satisfactory completion of a degree. As a measure of their competency in mathematics, all entering undergraduates, including those presenting advanced placement or transfer credit in college calculus, must take the test. The test is administered free of charge just prior to registration each semester. No student may repeat the placement test. It consists of fifty sample questions from arithmetic, algebra, geometry, trigonometry, and basic calculus.

The score on the math test has two components and will place each student in one of three groups, defined by the score of each component of the math test.

### Mathematics requirements for each group

**Group I** Students in this group are exempt from the math requirement. If further math is needed for the major area of study, they should consider taking calculus (MATH 111 or MATH 191).

**Group II** Students in this group MUST complete one math course at Cornell usable in Group A. The recommended math course is EDUC 115 or MATH 105. BTRY (formerly STATS) 102 is also acceptable.

**Group III** Students in this group are automatically registered in EDUC 005 and must also complete one math course at Cornell usable in Group A.

### Transfer credit for mathematics

Most college-level math courses in a transfer student's record will be transferred (limit 6 hours into Group A of the college distribution), and the student will be held for the results of the math test and must satisfy the college's math requirement.

Students entering with A-P calculus credit will also be held for the results of the math test, and must satisfy the college's math requirement.

#### 7. Faculty Adviser

- Each student is assigned to a faculty adviser soon after being admitted to the college. The faculty adviser will help the student plan a program of study and enroll in courses appropriate to the degree programs offered by the college.
  - Course enrollment each semester should be planned in consultation with the faculty adviser. The signature of the faculty adviser indicates approval of, or at least consent to, the choice of courses made and is required before the course enrollment can be processed.
  - All academic plans, such as acceleration and graduate study, should be made in consultation with the student's faculty adviser. Support of the adviser is essential if a student petitions for an exception to any of the requirements of the college.
- #### 8. Progress toward the Degree
- The progress of each student toward meeting the degree requirements is recorded each term in the college registrar's office on a summary of record form.
  - Students who have been in residence for eight semesters and who have met the graduation requirements will be graduated. Students are entitled to attend for the full eight semesters even if they have completed the graduation requirements in fewer semesters, but must notify the College Registrar of their intent prior to the graduation date. A student who wishes to continue study after graduation must apply for admission as a special student.
  - Graduation with distinction: Students who rank in the top 10 percent of the college's graduates on the basis of the GPA for the last 60 credits completed at Cornell will be graduated with distinction.
  - Application to graduate. Students who are planning to graduate must complete an "Application to Graduate" by the 15th day of the first month of the semester in which they will complete their graduation requirements. This form must be signed by the student, the adviser, and the registrar, confirming that all requirements for graduation have been met.

## STUDENTS

Undergraduate enrollment is approximately 3,000, with about 56 percent in the upper division. Each year about 850 students are graduated, while 650 freshmen and 250 transfer students are enrolled. Members of the faculty of the college serve as chairs of the

Special Committees of about 1,000 graduate students.

### Admission

The College Admissions Committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula.

Most students come from New York State, but around 30 percent come from other parts of the United States or abroad. About half of the undergraduates are women. Approximately 14 percent are identified as members of minority ethnic groups.

### Transfer Students

Approximately 18 to 20 percent of the ALS undergraduate students are transfers who have taken part of their collegiate work at community colleges, agricultural and technical colleges, or other four-year institutions. Many of them hold an associate degree.

A Cornell student in good standing may apply for intra-university transfer to pursue a course of study unavailable in his or her current college. Guidelines are available in the Admissions Office of the College of Agriculture and Life Sciences, 177 Roberts Hall. The procedure includes filing a transfer request and submitting a letter explaining reasons for making the transfer.

Consideration is given to students who have demonstrated an interest in their intended field of study, by taking appropriate prerequisite courses and courses within this area of study. Academic achievement is also considered. Students are seldom allowed to transfer during their freshman year.

In some cases a student may be referred to the Internal Transfer Division to study for one semester before entering the college. A second semester is considered under unusual circumstances. During this trial semester the student must achieve a predetermined average (usually 2.7) and take approved courses to assure acceptance.

### Special Students

A limited number of non-degree candidates who want to take selected courses in the college are admitted each year. Applicants should submit the standard Cornell application, a resume of their work experience and a list of the courses they want to take. For more information, students should contact the Admissions Office, 177 Roberts Hall.

### Part-time Students

All students in the College of Agriculture and Life Sciences are expected to be enrolled as full-time students in a registered program of study. Part-time students must register in the Division of Summer Session, Extramural Courses, and Related Programs. The Continuing Education Information Service, B-20 Day Hall, provides information, counseling, and special programs for mature students throughout the university.

### Off-Campus Students

Programs in which students study off campus but enroll for Cornell credit include SEA semester, field study in human ecology or industrial and labor relations, Albany programs, Cornell-in-Washington, student teaching, IPM internship, and clinical

microbiology internship. Students intending to receive Cornell credit for work done off campus should inform the college registrar at the time of enrolling for courses to ensure that proper registration will occur.

### Off-Campus Courses

Students in CALS are to be registered for at least twelve (12) hours of course work each semester. It is expected that students will not be enrolled in course work at another institution while they are enrolled at CALS.

Two exceptions would be the joint enrollment agreements between Cornell and Ithaca College and Wells college. Other exceptions would be reviewed by the Committee on Academic Achievement and Petitions. Students must petition *before* enrolling for a course elsewhere. The committee would approve such petitions only when there are compelling circumstances such as severe scheduling problems or no equivalent course available at Cornell. Enrolling in a course at another college to avoid taking it at Cornell is discouraged.

### Leave of Absence

A student considering taking a leave of absence from the university should contact the Office of Student Services. A petition must be filed when requesting a leave of a semester or more. Students returning from a leave of absence do not need to reapply for admission; they should contact Student Services.

### Withdrawal

A student who finds it necessary to leave the university permanently should file a petition for withdrawal. Such petitions are approved if the student is in good standing. Students who have withdrawn and who later decide to return must apply to the Admissions Office.

### Graduation

Diplomas are ordered from the Office of the University Registrar, and distributed to those who have completed the degree requirements and have been approved by the college faculty.

## ADVISING AND COUNSELING SERVICES

Faculty members in the College of Agriculture and Life Sciences recognize that students need information and advice to make intelligent decisions while they are in college. They believe that personal contact on a one-to-one basis is an important way to identify individual differences and needs of students. Faculty members believe that they can and should be an important source of information and advice on both academic and personal matters. Thus they consider advising to be an important and integral part of the undergraduate program.

The Office of Student Services has overall responsibility for coordinating the college advising and academic counseling program. Each student enrolled in the college is assigned to a faculty adviser in the major field of study for aid in developing a program of study and peer advisers are available to help with problems of a general nature relating to personal matters and campus life.

Student Services provides a variety of services for undergraduates in the College of Agriculture and Life Sciences. The staff is available to help students with academic, social, and personal concerns. In addition, learning skills information and tutoring is offered, at no charge, by the college's honor society, Ho-Nun-De-Kah. Assistance is also available for students considering submitting petitions for waiver of college regulations.

The office is located on the first floor of Roberts Hall (room 140). Appointments are not necessary and questions regarding services and procedures should be directed to Donald Burgett and the Student Services staff.

Minority students in the College of Agriculture and Life Sciences receive counseling, tutoring, advising, and referral to agencies that will meet their special needs. The Educational Opportunity Program (EOP) is a state-supported program intended to assist New York State students who meet specific economic and academic criteria set by the State Programs Office and the NYS Board of Regents. Eligible students are accepted during the admissions process.

For further information, please contact Catherine Thompson in 140 Roberts Hall.

The Office of Career Development offers a variety of services to all students and alumni of the college. Career development includes self-awareness and assessment, career exploration, decision making, and job search. Services are designed to assist students and alumni with those activities and to help them develop the career planning and job search skills they will find useful as their career paths progress and change.

An active on-campus recruitment program is integrated with the other services provided by the office. Extensive job vacancy files are updated daily and a bulletin of select job listings is published each month. The Career Library contains an extensive collection of current and useful material. The Sigi Plus system is a computer-assisted guidance system that can help in career and educational planning, providing useful information and ideas about work-related interests, skills and values, and occupations and careers. Internships, summer jobs, job search presentations, and assistance with resume writing are other activities of interest.

The office, in conjunction with a network of college faculty members, assists students throughout their undergraduate years. For further information students should contact William Alberta and the staff in 177 Roberts Hall.

Financial aid is administered through the university office in Day Hall. Endowment funds and annual donations provide supplemental aid for students in the college who are eligible for aid. Information about these college grants is available from the Office of Academic Programs in Roberts Hall, after students have a financial aid package established through the university office in Day Hall. Grants recommended by the college Financial Aid and Scholarship Committee are processed through the university's Office of Financial Aid.

A small loan fund is administered by the college through the Office of Academic Programs to assist students facing short-term emergencies. The loans are interest-free and

are usually made for no more than ninety days. For information and an application form students should contact the Office of Academic Programs, Roberts Hall.

### Academic Integrity Policy

The College of Agriculture and Life Sciences faculty, students, and administration support and abide by the university Code of Academic Integrity. Its principle is that absolute integrity is expected of every student in all academic undertakings: students must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity.

The maintenance of an atmosphere of academic honor and the fulfillment of the provisions of the code are the responsibility of the students and the faculty. Therefore, all students and faculty members shall refrain from any action that would violate the basic principles of this code.

- 1) Students assume responsibility for the content and integrity of the work they submit, such as papers, examinations, or reports.
- 2) Students are guilty of violating the code if they
  - knowingly represent the work of others as their own
  - use or obtain unauthorized assistance in any academic work
  - give fraudulent assistance to another student
  - fabricate data in support of laboratory or field work
  - forge a signature to certify completion or approval
  - knowingly deprive other students of library resources, laboratory equipment, computer programs, and similar aids
  - in any other manner violate the principle of absolute integrity
- 3) Faculty members assume responsibility to make clear to students and teaching assistants specific regulations that apply to scholarly work in a discipline.
- 4) Faculty members fulfill their responsibility to
  - maintain in all class, laboratory, and examination activities an atmosphere conducive to academic integrity and honor
  - make clear the conditions under which examinations are to be given
  - make clear the consequences of violating any aspects of the code
  - provide opportunities for students to discuss the content of courses with each other and help each other to master that content and distinguish those activities from course assignments that are meant to test what students can do on their own without help from others
  - state explicitly the procedures for use of materials taken from published sources and the methods appropriate to a discipline by which students must cite the source of such materials



- approve in advance, in consultation with other faculty members, which work submitted by a student and used by a faculty member to determine a grade in a course may be submitted by that student in a different course
- monitor the work and maintain such records as will support the crucial underpinning of all guidelines: the students' submitted work must be their own and no one else's

Cornell's Code of Academic Integrity spells out how individuals who have allegedly violated Cornell standards for academic integrity are to be confronted and, if found to be in violation of those standards, sanctioned. The code provides for informal resolution of most perceived violations through a primary hearing between the faculty member and the student involved. If necessary, a hearing before a hearing board follows.

The Academic Integrity Hearing Board for the College of Agriculture and Life Sciences consists of three elected faculty members, three elected student members, a chair appointed by the dean, and the coordinator of student services, who serves as a nonvoting record keeper. Professor D. Grossman is the current chair.

Individuals who observe or are aware of an alleged violation of the code should report the incident to the faculty member in charge of a course or to the chair of the hearing board. General information and details on procedures for suspected violations or hearings are available from the Office of Student Services, 140 Roberts Hall.

## ACADEMIC POLICIES AND PROCEDURES

### Records

The college registrar maintains for each student a complete record of academic achievement. A permanent record card is on file for each matriculated student and is updated whenever new information becomes available. Staff members are available in Roberts Hall to consult with students regarding the assignment of credit toward meeting distribution and elective requirements and to verify the official summary of record.

The Committee on Academic Achievement and Petitions is a standing committee of six college faculty members and two students. On behalf of the faculty and subject to its review, the committee

- reviews, at the end of each semester and at other times as shall seem appropriate to the committee, the progress of all students not meeting academic requirements
- receives and acts upon petitions from individual students asking for exceptions from particular academic regulations or requirements of the college, or for reconsideration of action previously taken by the committee
- acts upon readmission requests from persons whose previous enrollment was terminated by the committee
- notifies the petitioner in writing of the action taken by the committee

Good academic standing means a student is eligible for, or has been allowed to register and enroll in, academic course work for the current semester. Whether an individual student is in good academic standing is determined by the college registrar and the Committee on Academic Achievement and Petitions.

A petition to be exempt from a college academic requirement or regulation may be filed by any student who has grounds for exemption. Forms are available in the Office of Student Services, 140 Roberts Hall.

A petition is usually prepared with the assistance of a student's faculty adviser, whose signature is required; it indicates the adviser's awareness of the petition. The adviser's recommendation is helpful to the committee. The committee determines whether there is evidence of mitigating and unforeseen circumstances beyond the control of the student that would warrant an exemption or other action.

### Registration Procedures

All students must register with the university *and* "check-in" with this college at the beginning of each semester. Registration materials are available at a time and place announced each term by the Office of the College Registrar.

### Course Enrollment Procedures

To enroll in courses, students pick up materials from the college Registrar's Office, 140 Roberts Hall; plan a schedule in consultation with their adviser; and return the completed forms to the Registrar's Office for verification and processing. Class lists are generated on the basis of the properly filed course enrollment forms.

To enroll in courses that involve independent study, teaching, or research, a student must file an independent study form, available in the college Registrar's Office, 140 Roberts Hall. Students who will be studying off campus or abroad should file the intent to study off campus form to ensure that proper registration will occur. These forms are available in the Program office (Cornell Abroad, 474 Uris Hall).

Students may enroll again for a course in which they received a grade of F in a previous semester. The grade received the second time will be recorded and both grades calculated as part of their GPA.

Students must *not* enroll again for a course in which they received an incomplete. Instead, work for that course should be completed, and the instructor files an incomplete make-up form to assign the grade. An incomplete not made up by the end of two successive semesters of registration reverts to a failure. In the case of a graduating senior, incompletes revert to failures at the time of graduation.

Students enrolled in a two-semester course will receive an R at the end of the first semester and should enroll again for the same course the second semester. The letter grade will be recorded for the second semester when all work for the course is completed. A note on the transcript will explain the two grades for the same course.

A student is held responsible for and receives a grade for those courses in which he or she

enrolls unless the student officially changes such enrollment. All changes in courses or credit, grading options, or sections must be made by the student at the Registrar's Office, 140 Roberts Hall, on an official form provided for that purpose.

Add/Drop/Changes are made by filing properly signed forms in the Registrar's Office, 140 Roberts Hall. Approval and signature of the faculty adviser and course instructor are required to add or to drop a course.

Students may add courses and change grading options or credit hours where applicable during the first three weeks of the term and may drop courses until the end of the seventh week.

Students wishing to withdraw from a course after the end of the seventh week must petition to the college Committee on Academic Achievement and Petitions. A form is available in Student Services, 140 Roberts Hall. Requests for course changes are approved only when the members of the committee are convinced that unusual circumstances are clearly beyond the control of the student. The committee assumes that students should have been able to make decisions about course content, total work load, and scheduling prior to the end of the seventh week of the semester.

If the petition to drop a course is approved after the end of the seventh week of classes, the course remains on the student's record and a W (for "withdrawal") is recorded on the transcript.

### Grade Reports

Grade reports for the fall term are included in spring term registration materials; grade reports for the spring term are mailed by the office of the university registrar to students at their home addresses unless alternative addresses are reported to the college or university registrar by mid-May.

### Academic Deficiency Policies

At the end of each semester, the Committee on Academic Achievement and Petitions reviews the records of those students who in any respect are failing to meet the academic requirements of the college or who persistently fail to attend classes. In case of students not making satisfactory progress, the committee takes appropriate action, including, but not limited to, issuing warnings to students, placing them on probation, suspending them, decreeing that they may not reregister, granting them leaves of absence, and advising them to withdraw.

Specifically, the committee considers as possible cause for action failure to attend and participate in courses on a regular basis or, at the end of any semester, failure to attain one or more of the following:

- semester GPA of at least 1.7
- cumulative GPA of at least 1.7
- satisfactory completion of 12 or more credits per semester
- reasonable progress toward completion of distribution requirements
- appropriate completion of college and university requirements

In general terms, regular participation in course work with academic loads at a level

sufficient to assure graduation within eight semesters and grades averaging C- (1.7) or higher are prima facie evidence of satisfactory progress.

## HONORS PROGRAM

The Bachelor of Science degree with honors will be conferred upon those students who, in addition to having completed the requirements for the degree of Bachelor of Science, have satisfactorily completed the honors program in their area of major interest and have been recommended for the degree by the honors committee of that area.

An undergraduate wishing to enroll in the honors program must have completed at least 55 credits, at least 30 of the 55 at Cornell. Also, the student must have attained a cumulative grade-point average of at least 3.0 at the time of entry.

Interested students must make written application no later than the end of the third week of the first semester of their senior year, but are encouraged to make arrangements with a faculty member during the second semester of their junior year. An application form is available from the college registrar, 140 Roberts Hall, or from the area committee chair. (Biological sciences students should get applications at 200 Stimson Hall.)

Written approval of the faculty member who will direct the research and of the honors committee in the area is required. After the college registrar verifies the student's grade-point average, the student will be officially enrolled in the honors program.

Academic credit may also be earned by enrolling in an appropriate independent study course. When applying for admission to the program, the student may, if appropriate, submit a budget and a modest request for funds to cover some of the costs the student incurs in doing the research.

The honors committee for each area recommends to the college registrar those students who qualify for honors. Only those who maintain a GPA of at least 3.0 will be graduated with honors.

Students in the College of Agriculture and Life Sciences wishing to participate in the honors program must be accepted in one of the program areas approved by the faculty. Students are not eligible for honors by participating in a program offered by another college or administrative unit.

### Animal Sciences

Faculty committee: W. B. Currie, chair; D. E. Bauman, P. A. Johnson

The objective of the animal sciences honors program is to provide outstanding undergraduates with the opportunity to pursue supervised independent research and to develop an awareness of the scientific process. It is expected that the research will require significant effort and creative input by the student in its design and execution and in the reporting of the results.

Those students with majors in animal sciences who are interested in doing an honors project should consult with their faculty advisers early in their junior year. All students are expected to meet the college requirements in qualifying

for the program and to complete the following:

- Identify a potential honors project sponsor (i.e., a faculty member working in the animal sciences) and secure that faculty member's commitment to sponsor the student in the honors project. That should be accomplished early in the second semester of the junior year.
- Preregister during the spring semester for AS 496, Animal Sciences Honors Seminar, which is offered in the fall semester.
- Register for AS 499, Undergraduate Research.
- Participate in AS 402, Seminar in Animal Sciences, during the spring semester and report on and discuss the project and results.
- Submit a written thesis to the honors committee and to a selected external reviewer by the scheduled deadline. Specific information regarding deadlines, format, and organization for the thesis will be provided.
- Meet with the honors committee for a short oral defense of the thesis following a review of the thesis by the student's sponsor, the external reviewer, and the honors committee.

Details pertaining to the specific requirements of the program can be obtained from the office of the committee chair, 434 Morrison Hall.

### Biological Sciences

Students interested in the honors program in the biological sciences should consult with their faculty advisers and with potential faculty research sponsors early in their junior year. See "Independent Research and Honors Program" in the Biological Sciences section of this catalog for complete details. Applications and details pertaining to the program requirements may be obtained from the division's Office for Academic Affairs, 200 Stimson Hall. Information on faculty research activities is available in the Behrman Biology Center, 216 Stimson Hall.

### Entomology

Faculty committee: B. L. Peckarsky, chair

An honors program in the area of entomology may be pursued by any qualified student in the College of Agriculture and Life Sciences (see the requirements at the beginning of this section). The student need not be specializing in entomology. Insects, because of their variety, small size, and easy availability, are convenient subjects for study in a wide array of problems dealing with living systems. Short life cycles, unique physiologies and developmental patterns, and species with easily managed colony requirements and a wide range of behavioral traits provide the raw material for honors study. Cornell's diverse faculty interests and extensive collections and library in entomology are also major assets if a student selects entomology as the area for honors study.

The honors committee requires that an undergraduate who is interested in embarking upon an honors project proceed with the following steps:

- Discuss the matter with his or her academic adviser, preferably in the junior year, so that a research project can be carefully planned. The possibility of conducting some research during the junior year and/or summer should be discussed.
- Discuss the project with an appropriate faculty member in the Department of Entomology who can serve as a supervisor to oversee the honors research. (The faculty adviser will be of assistance in determining which faculty entomologist might be the best supervisor, the decision being based primarily on available faculty members' areas of expertise.)
- Prepare a brief, tentative plan for the project for discussion and approval of the honors project supervisor. The plan should include a statement of objects or hypotheses, proposed methods for testing hypotheses, needs for laboratory space or shared equipment, and a budget outlining financial support needed for travel and supplies.
- Present a completed application to the chair of the entomology honors committee no later than the end of the third week of the first semester of the senior year. Earlier submission is encouraged.
- Submit a brief progress report, approved by the project supervisor, to the entomology honors committee by midterm of the semester in which the student will complete his or her graduation requirements.
- Present a formal seminar reporting the significant findings of the research to the Department of Entomology (preferably as a *Jugatae* seminar) in the last semester of the senior year.
- Submit two copies of the final project report (honors thesis) to the chair of the entomology area honors committee no later than two weeks before the last day of classes in the semester in which the student anticipates graduation. The thesis will be reviewed by the faculty honors project supervisor and one other referee from the department honors committee. The committee will return the thesis to the student one week before the last day of classes. If reviewers indicate that changes must be made, the revised thesis should be submitted to the chair no later than the last day of classes.

### Natural Resources

Faculty committee: M. E. Richmond, chair; J. W. Kelley, R. J. McNeil

The honors program in natural resources provides an opportunity for undergraduates to participate in independent research in the areas of fisheries and aquatic science, forest science, wildlife science, ecotoxicology, and conservation. The subject matter and nature of the research experience may be quite varied in this program but require the guidance and supervision of a faculty member with substantial interest and expertise in the problem area chosen.

In addition to meeting requirements of the college, the student is expected to do the following:

- Register for the honors program in the junior year or earlier.

- Select a faculty adviser who will help identify and formulate a research problem.
- Carry out an independent research effort that is original and separate from the work of others who may be investigating similar subjects.
- Describe and summarize the work in the format of a conventional master's thesis or in the form of a scientific paper ready for journal submission. About half of the theses have been published.
- Work closely with at least two faculty or staff members who will agree to serve as readers for the thesis. Provide readers with a copy of the guidelines for evaluation of honors theses, available from the department's honors program committee.

### Nutritional Sciences

Faculty committee: M. N. Kazarinoff, R. S. Parker, B. A. Lewis

The honors program offers students a research experience structured to give them the opportunity to choose a research project, search the literature relevant to it, plan and execute the research, and write it up in the form of a thesis. As in other types of research available to undergraduates, each student is guided by a faculty mentor. The honors project is designed to be spread over both semesters of the junior and senior years.

Students who consider this option should be aware that it involves a number of deadlines and considerable time commitment. Before signing on for honors they need to consult with their academic advisers to make sure that honors will not interfere with other academic objectives, such as preparation for admission to medical school or making the dean's list. Although honors credits for spring semester junior year and both semesters senior year are designed LET, individual mentors may choose the R grade for work in progress until the project has been fully completed. An outline of activities for both years is given below.

#### Junior Year

**Fall Semester** Course No: NS 398 (No credit, S-U): Students are oriented to the program at a group meeting and provided material that summarizes the range of research activities in DNS. The honors chair/committee will have solicited and received responses from faculty members who have openings and willingness to work with an honors student each year. These responses will be given to the students and they will be asked to indicate their tentative choice(s) to the honors chair, who will be available to help getting them placed. When these arrangements have been completed, students will begin a literature search that focuses on their research problems. After fall break, the group will meet alternate weeks to present and discuss literature reviews with each other and the honors chair.

**Spring Semester** (1-3 credits, LET\*) Each student registers under the number NS 498 for a convenient number of credits, to be determined in consultation with the chosen adviser. Work carried out will have two objectives:

1. to become familiar with literature and/or research methods appropriate to the problem for the honors research,

2. to develop a research proposal.

The semester outcome will be written reports/discussions of the method(s) or literature searches and a short research proposal, evaluated by the research adviser. Three to four group sessions will be scheduled after spring break in which the students will present their reports informally. The final written and graded literature reviews and proposals will be submitted to the honors committee by the last day of exams.

#### Senior Year

**Fall Semester** Students will register under the number NS 499 (2-4 credits, LET, by arrangement with their mentors). They may begin their research earlier than fall, e.g., during the summer, or even earlier, but should be prepared to begin research **early in the fall semester at the latest**. The objective for the semester will be to conclude most of the hands-on research/data acquisition. The honors committee or its chair will hold four group meetings with the students during the latter part of fall semester for informal progress reports and discussion.

**Spring Semester** Students will again register under course number NS 499 for 2-4 credits LET, by arrangement with their research mentors. Much of the allotted time will be spent on data analysis and on writing the honors thesis.

Several important deadlines should be noted.

1. **Last week in March:** The names of thesis readers\*\* are to be in the hands of the honors committee.
2. **Third to fourth week of April:** A final draft of the thesis is handed to the readers.
3. **First to second week of May:** Scheduled seminars for oral presentations of each student's research.
4. **Last day of oral presentations:** Final form of the thesis is handed to the honors chairman.

To help students meet these deadlines, 2-3 class sessions will be held before spring break for informal reporting of preliminary data. After spring break the group will meet once or twice (depending on number of students) to practice oral presentations of completed research.

\* Grade is determined by each student's mentor.

\*\*Two readers knowledgeable in the area of the student's research topic to be chosen by the honors committee and faculty advisers.

### Physical Sciences

Faculty committee: J. W. Sherbon, chair; G. W. Fick, C. E. McCulloch, J.-Y. Parlange

The honors program in physical sciences provides outstanding students with an opportunity to do independent research under the supervision of a faculty member in the Departments of Agricultural and Biological Engineering; Soil, Crop, and Atmospheric Sciences; Food Science; or in the Biometrics Unit.

Students must be enrolled in the program for a minimum of two semesters and must also enroll in the appropriate departmental independent study course for a total of at least 6 credits. They must submit a report of their research to the honors committee by the end

of classes of the semester in which they expect to graduate.

Details of the program can be obtained from the chair of the physical sciences honors committee.

### Plant Sciences

Faculty committee: R. L. Obendorf, chair; L. L. Creasy, A. M. Petrovic, W. A. Sinclair

Before acceptance into the program, students must submit to the chair of the plant sciences honors committee a completed application and a one-page tentative project proposal by the end of the second week of classes in the first semester of their senior year. The project proposal should include a clear statement of the objective(s) of the research, methodology, and needs for space, equipment, and supplies (attached budget required). The proposal must be accompanied by a letter from the faculty supervisor stating that he or she has seen and approved the project plan. Full committee approval is needed for acceptance into the program.

Completion of the honors program in plant sciences requires two copies of a report of independent research in the honors program to be submitted to the chair of the honors committee before the last day of classes of the semester in which the degree is sought. The report should be written in the format for research publication required by that discipline of plant science in which the student is enrolled. The report must be accompanied by a letter of recommendation from the supervisor of the research, that letter reflecting the supervisor's familiarity with the research and providing an evaluation of the performance and a recommendation for graduation with honors.

The honors committee will review the report, and, if a majority of the committee votes favorably, the chair will recommend graduation with honors for that student in a letter to the director of academic programs. One copy of the report will be returned to the student.

### Social Sciences

Faculty committee: B. V. Lewenstein, chair; E. J. Haller, M. J. Pfeffer, L. S. Willett

Acceptance into the behavioral and social sciences honors program of the College of Agriculture and Life Sciences is contingent on meeting all the criteria described above, on information in the student's written application, and on a detailed thesis proposal. The application and proposal are due no later than the third week of the first semester of the senior year. Each student is encouraged to begin working on this proposal with a prospective faculty thesis adviser during the first semester of the junior year. The purpose of the proposal is twofold. First, it formalizes a plan of study and establishes a set of expectations between the student and his or her faculty adviser. Second, the Honors Committee reviews the proposal to determine whether it is consistent with honors thesis requirements, and to make suggestions for improvement.

The proposal must be 5-10 typed, double-spaced pages in length and include the following sections:

- **Research Topic:** This section should contain a statement of the problem to be studied or the topic of interest. The

relevant literature should be briefly reviewed and the background of the problem or topic discussed; a more extensive bibliography should be included.

- **Research Questions/Empirical Hypotheses:** This section should contain specific questions to be answered or hypotheses to be empirically tested via collection of data and some mode of analysis accepted in the social sciences.
- **Research Methods:** This section should contain a discussion of models to be constructed, data collection procedures (including survey instruments or experiments, if appropriate), and methods of analysis.
- **Expected Significance:** What new knowledge or information is likely to be forthcoming and why is it important?

Faculty advisers must be members of the graduate faculty. Exceptions to this rule will be granted for persons with special expertise who are deemed capable of thesis supervision; exceptions will be granted pending petition to the social science honors committee. Students may register for independent study directed by the faculty adviser in conjunction with an honors project.

Honors degrees are awarded upon approval of the honors thesis by the social science honors committee. The research should deal with a substantive issue within one of the fields in the social sciences. Both the results of the research and the methodology (or the argument by which the results were achieved) must be reported. Reviews of the literature, practical conclusions or applications, or broad characterizations of an area of inquiry may constitute part of the research report but are not themselves sufficient to count as research.

Honors theses should be written according to the form of any standard journal within the appropriate fields. Four copies of the thesis must be submitted to the chair of the social science committee no later than three weeks before the last day of classes of the semester for which the degree is sought. A supporting letter from the faculty member supervising the work also must be submitted. Approval of the thesis requires a majority vote of the honors committee.

## INTERCOLLEGE PROGRAMS

The College of Agriculture and Life Sciences does not participate in any dual-degree programs. Study for the Bachelor of Science is the only undergraduate degree program offered.

**The College of Veterinary Medicine** may accept students who are then permitted to double-register in their seventh or eighth semester and complete requirements for the Bachelor of Science degree in the College of Agriculture and Life Sciences. Students should consult with the college registrar, 140 Roberts Hall, to ensure that degree requirements have been fulfilled.

**Students who have been offered admission to the S. C. Johnson Graduate School of Management** upon completion of the B.S. degree in Agriculture and Life Sciences may take a program of management courses in their senior year if it is approved by their

college faculty adviser as part of their undergraduate program. In certain cases an "upset" tuition charge, equal to the endowed undergraduate tuition rate, will be applied for undergraduate statutory college students taking excess credit hours from endowed colleges and schools. Inquiries should be directed to the university bursar.

**Students in the Field Program in Agricultural and Biological Engineering** are usually enrolled in the College of Agriculture and Life Sciences during the freshman and sophomore years and jointly enrolled in this college and the College of Engineering in the junior and senior years. Students pay the engineering college tuition in the junior year. The curriculum is accredited by the Accreditation Board for Engineering and Technology. The B.S. degree is awarded in cooperation with the College of Engineering.

**The Program in Landscape Architecture** is cosponsored by the Department of Floriculture and Ornamental Horticulture in the College of Agriculture and Life Sciences and by the College of Architecture, Art, and Planning. The program offers a first professional degree curriculum in landscape architecture at both undergraduate and graduate levels, as well as a graduate second professional degree program.

**The Division of Nutritional Sciences** is an intercollege unit affiliated with the College of Human Ecology and the College of Agriculture and Life Sciences. The undergraduate nutrition major is based in the College of Human Ecology. Students in Agriculture and Life Sciences may study nutrition in areas such as animal sciences; food-industry management; food science; microbiology; nutrition, food, and agriculture; and fruit or vegetable science. Students may also plan a concentration in biological sciences or a concentration in general studies in agriculture to include a human nutrition component.

**The Program on Science, Technology, and Society** is an academic unit that engages in teaching and research involving the interactions of science and technology with social and political institutions. The program draws its students, faculty, and research staff from the various divisions of the university, including the College of Agriculture and Life Sciences. It offers an interdisciplinary undergraduate curriculum in Biology and Society. A concentration in general studies in the agriculture major may be planned in consultation with a faculty adviser to include a biology and society component. Further information, including a list of courses, may be obtained from the program office, 632 Clark Hall.

**The American Indian Program (AIP)** is a multidisciplinary intercollege program with instructional, research, and extension components. The instructional core consists of courses focusing on American Indian life with emphasis on the Iroquois and other Indians of the Northeast. A description of the program and general information is available from the director of the American Indian Program, Caldwell Hall.

**The Comparative and Environmental Toxicology Program** is an interdisciplinary intercollege program with research, teaching, and cooperative extension components coordinated by the Institute for Comparative and Environmental Toxicology (ICET).

Courses are cosponsored by academic departments in several colleges of the university. A description of the program and general information is available from the director of the program through the ICET office, 16 Fernow Hall.

**The Cornell Laboratory of Environmental Applications of Remote Sensing (CLEARS)** is an interdisciplinary intercollege center with teaching, research, and extension components affiliated with the College of Agriculture and Life Sciences and the School of Civil and Environmental Engineering. A description of the program and general information is available from the director through the CLEARS office in Hollister Hall.

## OFF-CAMPUS STUDY PROGRAMS

Study off campus is of two types: (1) credit may be earned at another institution and transferred to Cornell, or (2) credit may be earned in Cornell courses that require off-campus activity.

An Intent to Study Off Campus form should be filed with the college registrar before leaving campus. Tuition may be reduced. In some cases stipends or cost of living allowances are provided. Students should consult with the Office of Financial Aid if receiving financial aid and clear all accounts with the bursar prior to departure.

Students who plan to enroll in courses at another institution in the United States must petition for a leave of absence. Courses should be selected in consultation with the faculty adviser.

## Albany Programs

Study off campus in Albany, the New York State capital, provides a unique opportunity to combine career interests with academic and legislative concerns. Students receive an intensive orientation to state government and attend a lecture-seminar program composed of three two-credit components and offered by professors-in-residence. An internship experience, supervised by an internship committee, provides up to six academic credits. Independent study and research courses offered by the various departments in ALS and/or courses offered by academic institutions in the Albany areas may be elected.

Three opportunities are available. The Assembly Intern Program provides a placement with a member of staff of the New York State Assembly. The Senate Assistants Program has placements with New York State senators and selected staff. The Albany Semester Program provides experience with a state agency such as the Departments of Environmental Conservation, Education, or Labor.

Applicants are screened by the ALS Internship Committee in the term prior to assignments. Those accepted should plan a program of study in consultation with their faculty adviser. At least twelve credits must be carried to meet the residence requirement. Seniors should note that the last term average must be 1.7 or above.

All interns will audit the orientation sessions and meet participation requirements in at least two of the lecture-seminar sections. The



paper required in each section constitutes an independent study project to be directed and evaluated by a Cornell faculty member in an appropriate discipline. Normally a faculty member will not sponsor more than one of the independent study courses for any one student. To receive academic credit for the internship, students enroll in ALS 400, for an S-U grade only.

Information and applications are available in the Career Development Office, 177 Roberts Hall.

### Cornell-in-Washington

The Cornell-in-Washington Program offers students from all colleges within the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell-in-Washington Program offers two study options: 1) studies in public policy; and, 2) studies in the American experience. The program also offers a unique externship opportunity: students serve as externs in a federal agency, congressional office, or nongovernmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell-in-Washington program. Students in the College of Agriculture and Life Sciences must register for ALS 500. For further information, see p. 19 or inquire at 131 Sage Hall, 255-4090.

### SEA Semester

The Sea Education Association is a nonprofit educational institution offering ocean-focused academic programs and the opportunity to live, work, and study at sea. Science, the humanities, and practical seamanship are integrated in small, personal classes. The 17-credit program is twelve weeks in length. Six weeks are spent in Woods Hole, the following six weeks are spent on either one of SEA's two sailing vessels: the R/V Westward, or the R/V Corwith Cramer. For more information, students should contact the Cornell Marine Programs office, G14 Stimson Hall. ALS students should file the intent to study off campus form with the college registrar as early as possible to ensure proper registration and enrollment in courses.

### Shoals Marine Laboratory

The Shoals Marine Laboratory, run cooperatively by Cornell University and the University of New Hampshire, is a seasonal field station located on 95-acre Appledore Island off the coast of Portsmouth, New Hampshire, in the Gulf of Maine. SML offers undergraduate, beginning graduate students, and other interested adults a unique opportunity to study marine science in a setting noted for its biota, geology, and history. Please refer to "Courses in Marine Science," under the section on the Division of Biological Sciences, for a list of courses offered.

For more information, contact the Shoals Marine Laboratory office, G14 Stimson Hall, 607-255-3717.

### Internships

Several departments in the college offer supervised internships for academic credit. Arrangements should be made with the offering department for assignment of a faculty member who will be responsible for placement, for planning the program of work, and for evaluation of student performance.

For internships not governed by an established internship course, the student must enroll in a 497 course for the number of credits to be assigned. If the work is done during the summer, the student must enroll in the Cornell summer session for the agreed-upon credits.

In cases where the work is not done at Cornell, the awarding of credits depends upon a prior contractual arrangement between a Cornell professor and the student. Specific terms for receiving credit and a grade should be recorded, using the Independent Study, Research, Teaching, or Internship form, available in the Registrar's Office, Roberts Hall.

A maximum of 15 (pro-rated for transfer students) of the 120 credits required for the degree may be taken in internships, independent study courses, and undergraduate teaching or research. No more than 6 of the 15 credits allowed for independent study may be awarded for internships consisting of off-campus work experiences that do not have the continued presence of a Cornell faculty member. The 6-credit allotment includes transfer credit and credit for internships in other colleges at Cornell. The 6-credit limit does not apply to secondary, postsecondary, and cooperative extension teaching internships in the Department of Education.

The College of Agriculture and Life Sciences does not offer a field study option. In general, a rather narrow view is taken toward awarding academic credit for work experience, "life" experience, or apprenticeships. Credit will only be assigned or accepted in cases where a professor is directly involved in determining both the course content and in evaluating a student's work. The awarding of credit will not be allowed in cases where a student brings to the college or to a professor a description of a past experience and requests credit nor in cases where the student has received financial remuneration.

All students enrolling for an internship must file an independent study, research, teaching, or internship form with the Office of the College Registrar. If the study is to take place off campus, the Intent to Study Off Campus form should also be filed with the college registrar.

### Overseas Academic Programs

The Cornell Abroad program is open to students in all colleges of the university. Students in the College of Agriculture and Life Sciences should consult with their faculty adviser and the college registrar to ensure that credit received for academic work abroad will meet requirements for graduation. The Office of Student Services, 140 Roberts Hall, has information and application forms.

Cooperative arrangements with the University of Reading, in England, and the University of Dublin, in Ireland, enable the college to endorse several students for a year of study under a tutor in those schools. The Swedish exchange program is operated in cooperation with the Agricultural College of Sweden at

Uppsala. The ALS student selected to participate in the Swedish exchange spends the junior year at Uppsala. All essential expenses in Sweden, including a living allowance, are provided by a student group there. Round-trip air transportation must be paid by the student. An exchange student from Uppsala spends a year at Cornell, supported by the college and the Cornell student in Sweden. A similar program is operated in cooperation with ITESM in Monterrey, Mexico.

## MAJOR FIELDS OF STUDY

The college curriculum emphasizes the biological and physical sciences and the technology basic to the study of agriculture and life sciences. The sixteen major program areas reflect the departmental academic effort in the college. Faculty curriculum committees in each area identify a sequence of courses appropriate to all students studying in that field. Courses of study are designed to provide systematic development of basic skills and concepts. Opportunity for concentration in an area of particular interest is usually available.

Programs are planned with considerable flexibility, allowing students to prepare for careers, graduate work, professional opportunities, and the responsibilities of educated citizens. Course requirements in each program area are different, but all students must meet minimum distribution requirements of the college.

### Agricultural and Biological Engineering

Agricultural and biological engineering is a field of engineering application wherein the engineering, biological, environmental, agricultural, and social sciences are applied to design and manage processes and systems to solve technical problems related to agriculture and biology, while at the same time conserving our natural resources and the quality of our environment. Increasingly important aspects of the field are engineering applications related to biotechnology, environmental quality engineering, and international engineering. As a field of engineering application, agricultural and biological engineering is rapidly evolving to encompass new uses of electronics, sensors, and computers, advances in the biological sciences, and engineering analysis applied to systems ranging from microcosms, such as carbon dioxide diffusing into leaf stomatal cavities, to entire ecosystems surrounding rivers and lakes, to growing food in space colonies.

Because agricultural and biological engineers work at the interface between the biological and physical sciences, they must be knowledgeable in each. They are educated in mathematics, physics, chemistry, and the engineering sciences; and in biology and the agricultural and social sciences. It is the mix of engineering and biology that makes Agricultural and Biological Engineering unique.

The undergraduate program area offered by the Department of Agricultural and Biological Engineering includes three distinct academic programs: Agricultural and Biological Engineering, Environmental Systems Technology, and Agricultural Systems Technology.

The department is located in Riley-Robb Hall and operates specialized facilities that are among the largest and most complete of their kind in the world.

The Agricultural and Biological Engineering program has three concentrations—Agricultural Engineering, Biological Engineering, and Environmental Systems Engineering—and is intended for students who are particularly interested in the theoretical and fundamental aspects of engineering required for analysis, design, and research. Students in this program must be highly motivated and have strong aptitudes for mathematics and the sciences. Biological, social, and agricultural sciences are integrated into this program, but mathematics and the physical sciences dominate. The program is accredited by the Accreditation Board for Engineering and Technology (ABET) and the Engineering Accreditation Commission (EAC) and is jointly sponsored by the New York State College of Agriculture and Life Sciences and the College of Engineering. Students register in both colleges during their junior and senior years, with the primary college being the College of Engineering during the junior year, then the College of Agriculture and Life Sciences during the senior year. Because the Agricultural and Biological Engineering program is a nationally accredited engineering program, it is more structured than the two technology programs.

The Agricultural and Biological Engineering program provides excellent preparation for a variety of positions in industry and public agencies, and qualified graduates often continue study in a Master of Engineering, Master of Science, or doctoral degree program; or in veterinary science or medicine. For specific course requirements and other information for the Agricultural and Biological Engineering program, see the section on the College of Engineering in this same publication.

The two technology programs emphasize applied and technical aspects of agricultural, biological, and environmental sciences. These programs incorporate courses in basic biological and physical sciences and mathematics as well as engineering and technology, agriculture, business, social sciences, and liberal studies. The student develops his or her own program of advanced and elective courses in consultation with a faculty adviser, and may have an informal minor in an area such as communication, business, education, or international agriculture.

Specific course distribution requirements for the academic programs in Environmental Systems Technology and Agricultural Systems Technology include:

A. Basic Subjects	Credits
1. Calculus	8
2. Chemistry	6
3. Physics	8
4. Introductory biological science	6
5. Computer applications	4
6. Statistics or probability	3
7. Economics	3
8. Oral communication	3

#### B. Advanced and Applied Subjects

1. Five courses in the agricultural, biological, or environmental sciences 15
2. Five engineering courses at the 300 level or above; at least 9 credits in agricultural and biological engineering 15

#### C. Electives

Additional courses to complete college requirements

#### D. Total (minimum) 120

For further details on the Agricultural and Biological Engineering and Technology programs, see the department's undergraduate programs publication, available at 320 Riley-Robb Hall, or telephone the Coordinator of Instruction for the programs, at 255-2499.

### Animal Sciences

The animal sciences program area offers a coordinated group of courses dealing with the principles of animal breeding, nutrition, physiology, management, and growth biology. Emphasis in subject matter is directed toward domestic animal species, dairy and beef cattle, horses, poultry, pigs, and sheep, while laboratory, companion, and exotic animal species are also included in research and teaching programs. The Animal Science department has extensive facilities for animal production and well-equipped laboratories and classrooms, including a teaching barn, in which students can gain practical experience in the care and management of large animals at a convenient location on campus.

The program focuses on the application of science to the efficient production of animals for food, fiber, and pleasure and easily accommodates a variety of interests and goals. Beyond a core of basic courses (suggested minimum, 12 credits) students select production and advanced courses to fulfill an individually tailored program worked out in consultation with their advisers. In this way it is possible to concentrate by species as well as by subject matter (nutrition, physiology, growth biology, breeding, management). For each subject area, supporting courses in other departments are readily available and strongly encouraged. Many science-oriented students elect a program emphasizing supportive preparation in the physical and biological sciences appropriate to graduate, veterinary, or professional study following graduation. Dairy management is a popular program among students who may be preparing to manage a dairy farm or enter a related career. Other students may elect a program oriented toward economics and business in preparation for a career in the poultry, dairy, meat-animal, horse, feed, or meats industry. These are examples of the flexibility of programs that can be developed to meet a student's career interest related to animals.

It is recommended that students obtain appropriate fieldwork or animal experience during summers. Several special training opportunities exist for highly motivated students. Upperclass students whose academic records warrant it may, by arrangement with individual faculty members, engage in research (either for credit or for Honors) or assist with teaching (for credit). The Dairy Management Fellows program and the Livestock Fellows program offer an equally

challenging but different type of experience for a highly select group of students.

### Applied Economics and Business Management

The undergraduate program in applied economics and business management is based in the Department of Agricultural, Resource, and Managerial Economics. Courses in agricultural, resource, and managerial economics are supplemented with others in related areas such as computer science, economics, sociology, history, government, industrial and labor relations, hotel administration, consumer economics, animal sciences, plant sciences, natural resources, mathematics, and statistics.

Six areas of specialization are offered:

**Agribusiness management** is designed for students who have a special interest in the economics and management of businesses that provide services for the agricultural sector of the economy.

**Agricultural and applied economics** provides a general program in the economics of the agricultural sector and of resource use. It is an appropriate major for those students who (1) are interested in applied economics; (2) want to survey offerings in agricultural, resource, and managerial economics, such as management, marketing, economic development, policy, and environmental and resource economics; and (3) want to prepare for graduate work in agricultural economics. It is an appropriate option for those interested in the application of the principles of economics to problems in both the public and private sector.

**Business management and marketing** applies the principles of economics and the tools of management to prepare students for careers in business. Special emphasis is given to developing decision-making skills and to the study of the structure and practices of business institutions. Market analysis, sales, banking, merchandising, production management, and general business management are careers for which students may prepare.

**Environmental and resource economics** provides training for students interested in applying economic concepts to problems of the environment and resource use. A good option for those wishing to take positions as analysts with agencies that have environmental responsibility or facing environmental regulations.

**Farm business management and finance** is intended for students with farm experience who are interested in farming or in preparing for work in farm management or farm finance, in such positions as Agricultural Lenders, Extensions Specialists, or Consultants.

**Food-industry management** is designed for students interested in management or sales positions with the processing, manufacturing, or distribution segments of the food industry.

All of these areas of specialization can provide a strong foundation for graduate work. In planning a course schedule, students must work closely with their faculty adviser. Each area of specialization has its own unique set of required and recommended courses, yet all the areas have enough flexibility to satisfy the interests and abilities of each individual student.

## Biological Sciences

Biology is a popular subject at many universities for a variety of reasons: It is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is offered by the Division of Biological Sciences to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services in the division's Office for Academic Affairs and the Behrman Biology Center are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; cell biology; ecology and evolutionary biology; general biology; genetics and development; microbiology; neurobiology and behavior; and plant biology. A special program of study is available for qualified students with an interest in nutrition. Students interested in the marine sciences may consult the Cornell Marine Programs Office (G14 Stimson Hall, 255-3717) for academic advice and career counseling. For more details about the biology curriculum see the section in this catalog on the Division of Biological Sciences.

## Biometry and Statistics

Statistics is concerned with quantitative aspects of scientific investigation: design, measurement, summarization, and drawing conclusions based on probability statements. Biometry is the application of mathematical and statistical techniques to the life sciences. Students with ability in mathematics and an interest in its applications will find this a challenging specialization.

The work of a statistician or biometrician can encompass research, teaching, consulting, and computing in almost any mix and in a wide variety of applications. Opportunities for employment are abundant in universities, government, and businesses ranging from large corporations to small consulting firms; salaries are usually excellent.

While satisfying course requirements for a specialization in statistics and biometry, students can also take a wide variety of courses in other disciplines. In fact, students are encouraged to take courses in applied disciplines such as agriculture, biology, economics, and the social sciences that involve numerical data and their interpretation.

Students specializing in this area are required to take at least two computer science courses (e.g., Computer Science 100 and 211), mathematics courses (at least three semesters of calculus), and statistics courses (Biometry and Statistics 102, 200, 215, 408-409, 417, 601-602, and 607, and Industrial and Labor Relations 310). Work experience gained through summer employment or undergradu-

ate teaching is highly recommended. Students should contact Steven J. Schwager for information.

## Communication

Everyone relates to others through the process of communication. Whether these human linkages are personal or through the mass media, there is an increasing need for individuals who can help establish communication relationships and make them more efficient and effective. Individuals who are able to do this must have good communication skills themselves and must comprehend the social psychology of human communication. Students in the Department of Communication have the opportunity to learn both the social science underlying human communication and the most effective means of adapting written, interpersonal, audio, and visual communication to audiences. The curriculum emphasizes learning communication theory along with communication skills. With this preparation, students will be ready to meet the needs of communicating in the twenty-first century.

Required courses for majors include courses in the theory of communication, understanding mass communication, public speaking, visual communication, research methods in communication, and an upper level professional writing course. Beyond these requirements students choose 18 credit hours of course work within the Department of Communication. Specific choices of courses are determined by a student's interests and guided by faculty advice.

The major prepares students for careers as communication, information, and public relations specialists in a wide variety of organizations, and for careers in information agencies in which they must work with a wide range of publics and media. Students can prepare for work in publication where they might be editors or writers in virtually any organization, perhaps preparing annual reports, editing an employee newspaper, writing sales or marketing literature, or writing news stories. Other careers open to communication majors are in human service professions, such as personnel administration, training, or sales and consulting; the major also prepares students for graduate study in communication and other social sciences.

The superior resources of Cornell's natural and social science courses may be combined with communication principles and skills to offer students the background needed for presenting scientific and technical information to the general public or communicating with scientific and technical constituencies.

In addition to the basic course requirements a concentration of at least 12 credits outside the department is required. The concentration helps orient students to a communication career in either a business, government, education, or public service organization or to a very specific profession such as agribusiness public relations or science communication. Those interested in international communication or environmental communication may combine courses outside the department to provide a solid background for communication careers in these areas.

Students are strongly encouraged to seek practical communication experience through part-time or summer employment, the

department's internship course, or the campus media. Work experience contributes to a portfolio of professional materials that is invaluable in obtaining a position in communication.

Students may apply for the department's program in Speech and Debate. Further information is available from the Department of Communication, Kennedy Hall.

## Education

The focus in the Department of Education is on how teaching and learning take place in school and nonschool settings, as well as on the role of education in our society. Students study concepts and develop competencies necessary to analyze educational situations critically and to plan, implement, and evaluate educational programs. Students in the program area take a core curriculum:

- A course in general psychology (e.g., Psychology 101)
- A course in educational psychology (e.g., Education 311, 317)
- A course in the social and philosophical foundations of education (e.g., Education 271, 370, 378, 472)
- A field experience (e.g., Education 420, 430, 498)

Three specializations and two teacher certification programs are available at the undergraduate level.

**Agricultural extension and adult education.** Agricultural extension and adult education is a program that combines preparation in both the agricultural and social sciences. The program prepares students for teaching careers in agriculture/biotechnology in public schools, Cooperative Extension and extension and adult programs of agricultural businesses, government agencies, and a variety of private and not-for-profit organizations. Students take a college program that includes a balance of courses in education as well as courses on a technical area of agriculture/biotechnology, community/economic development, natural resources, human ecology, or communication. Education courses in issues in education, teaching and learning, methodology, and instructional applications of microcomputers prepare students to succeed as educators in a broad range of careers. Courses are selected to develop professional leadership and teaching competence. Students may elect to focus their study on one or more of these areas: agricultural education, extension education, or adult education. As an alternative, students may elect to major in one of the college's technical departments and co-advise to prepare in one or more of the three areas of agricultural, extension, and adult education. Further information is available from the agricultural extension and adult education coordinator, Kennedy Hall (Tel: 607-255-2197).

**Educational psychology.** Studies in educational psychology have traditionally focused on teaching and learning in schools. Yet schools are only one location in which learning and teaching take place. An undergraduate emphasis in educational psychology at Cornell applies principles of teaching and learning to educational enterprises, broadly defined.

While graduate study is still required for many careers in psychology, an undergraduate emphasis in educational psychology provides excellent preparation for graduate work or for many post-baccalaureate positions. Educational psychologists develop and/or supervise training programs in business, industry, the military, and government; design and evaluate curriculum and instructional materials for publishers; develop tests for educational and professional associations; evaluate social programs; work in human resource management; and conduct applied research for educational research organizations.

Students interested in concentrating their studies in educational psychology complete a total of 21 hours in educational psychology and related courses. Working with a faculty adviser a student may design a program in one of a variety of applied areas: Instructional Systems Design and Development; Human Relations; Measurement and Evaluation; Individual and Social Development; or the Educational Psychology of Human Development.

Students interested in careers in educational psychology should apply for admission to the Education Department. For more information regarding a concentration in educational psychology, contact: Coordinator, Educational Psychology Program, Education Department, Kennedy Hall.

**General education.** By selecting courses in the Department of Education, students can prepare for positions in areas such as counseling, youth group leadership, and the Peace Corps. Students can also prepare themselves for graduate programs in: environmental education; research methods; extension, adult and continuing education; and the social/economic/legal/philosophical foundations of education. Further information is available from the undergraduate coordinator, Kennedy Hall.

## Teacher Certification

**Teacher education in agriculture.** Students completing the Cornell registered program earn grade 9-12 certification to teach agricultural subjects (animal science, plant science, agricultural mechanization, and business management), introduction to occupations, occupational science, and occupational mathematics; and the introduction to technology course required for all 7-8th grade students.

A passing grade on the National Teacher Examinations (NTE) and one year of agricultural work experience are required. Provisional (initial) certification is valid for five years. The master's degree required for permanent certification is offered through graduate study at Cornell.

Students may also be certified to teach selected science subjects (e.g., biology, earth science, and general science) and work as a diversified cooperative education work experience coordinator through direct application to the State Education Department. For more information contact the program coordinator, A. Berkey, at (607) 255-2197.

**Teacher Education in science and mathematics.** Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. Teacher Education in Science and Mathematics (TESM) is a

university program jointly conducted by the departments of Education and Mathematics. Although TESM offers options for undergraduate and graduate study, most students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Undergraduate students in TESM do not normally major in education.

Students who complete their studies as undergraduates and their student teaching are normally eligible for provisional teaching certification from the State Education Department, effective for five years. Students completing the graduate program can earn the master's degree required for permanent certification.

For more information, contact the TESM Student Support Specialist at (607) 255-9255 or the program coordinator, D. Trumbull (607) 255-3108.

## Entomology

The entomology curriculum provides students with a basic background in biological and environmental sciences, with a special emphasis in the study of insects. Majors may pursue graduate studies in entomology or related sciences upon completion of the B.S. degree. Alternatively, students may immediately begin careers in various aspects of integrated pest management. Because of this diversity of career options, the major includes a common core of requirements allowing flexibility in electives selected by the student in consultation with their adviser.

### Specific Requirements

#### Basic Sciences

College mathematics, including a course in calculus  
A year of physics  
Chemistry 103-104 or 207-208  
Chemistry 253 (organic)

#### General Biology

Introductory Biology  
Biological Sciences 281, Genetics, or Plant Breeding 225, Plant Genetics  
A choice of one: Biological Sciences 261, Principles of Ecology **or**  
Biological Sciences 330 or 331, Principles of Biochemistry **or**  
Biological Sciences 378, Evolutionary Biology

#### Entomology

Entomology 212, Insect Biology  
Entomology 322, Insect Morphology  
Entomology 331, Introductory Insect Systematics  
Entomology 483, Insect Physiology

It is strongly recommended that students who wish to undertake graduate training in entomology include course work beyond the minimum in their program, including enrollment in more than one of the general biology courses; i.e., ecology, biochemistry, and evolutionary biology. Students interested in pest management may include courses such as Entomology 241, Applied Entomology, Entomology/Plant Pathology 444, Integrated Pest Management, or other appropriate specialized courses.

## Food Science

The Food Science Program is designed to provide students with the knowledge, perspective, and technical skills necessary to ensure an adequate food supply for individuals, countries, and the world. Students choose one of five specializations and select courses that are appropriate for the elected specialization. The five specializations are: basic food science, food engineering, food processing, food industry operations and management, and international food development. The first three are designed to meet minimum guidelines of the Institute of Food Technologists, the professional society of U.S. food scientists. The flexibility of the food science program allows students to prepare for a variety of positions in industry, government, or education. Some of the positions and areas of work require graduate training. Opportunities for graduate study exist at a number of universities, including Cornell.

During the first two years, students are required to take the two-semester introductory courses in biology, chemistry, and physics plus introductory courses in microbiology, calculus, food science, and nutrition. During the last two years, students take courses dealing with the application of science and technology to the processing, preservation, distribution, and utilization of foods. These include the following required courses: Food Analysis, Food Engineering I, Food Safety Assurance, Food Processing, Food Chemistry, Sensory Evaluations of Foods, Food Microbiology, Food Chemistry Laboratory, and introductory statistics. Students also take courses in the social sciences and humanities to meet college distribution requirements.

Students may choose additional courses in chemistry, microbiology, or nutrition in preparation for careers in research and development; in mathematics and engineering; for careers in processing and engineering; in marketing and business management; in international agriculture; or in a variety of production courses related to specific commodities. In addition, a wide variety of courses in food science and related disciplines may be taken as electives.

Students are strongly encouraged to enhance their competence through participation in research supervised by a faculty member and/or through summer internship programs sponsored by food companies. Most faculty in the department have active research programs and welcome participation by undergraduate students. Students may receive academic credit or pay for their research work. Many food companies recruit on campus for their summer internship programs. These internships are excellent opportunities for students to gain experience and establish contacts for future employment. A state-of-the-art food processing and development laboratory, a full-scale dairy plant, and extensive laboratory facilities are available for training, research, and employment.

## Landscape Architecture Program

The Landscape Architecture Program focuses on the art of landscape design as an expression of cultural values combined with natural processes of the ambient environment. The program's unique place within the university promotes interaction among the areas of horticulture, architecture, and city and regional planning. The program is co-



sponsored by the colleges of Agriculture and Life Sciences and Architecture, Art, and Planning.

The program offers a course of study that prepares students intellectually, technically, artistically, and ethically for the practice of landscape architecture. The curriculum focuses upon graphic communication, basic and advanced design methods, landscape history, plant materials, construction technology, theory, and professional practice. Design studios focus upon the integration of site requirements as applied to specific sites at a variety of scales. Projects range from urban design and housing to parks and garden design.

The Landscape Architecture Program offers three professional degree alternatives: a two-year graduate curriculum for those who have undergraduate degrees in landscape architecture or architecture, a three-year graduate curriculum for those who have a four-year undergraduate degree in another field and a four-year Bachelor of Science degree. Graduate studies in landscape architecture are administered through the Graduate School and lead to a Master of Landscape Architecture degree. Undergraduate studies in landscape architecture are administered through the College of Agriculture and Life Sciences. In addition, a concentration in the cultural landscape is available for non-majors.

#### Dual Degree Options

Graduate students can earn a Master of Landscape Architecture and a Master of Science or a Master of City and Regional Planning simultaneously. Students need to be accepted into both fields of study to engage in a dual degree program and must fulfill requirements of both fields of study. Thesis requirements are generally integrated for dual degrees.

#### Study Abroad

The faculty encourages study abroad and has two formally structured programs. The *Denmark International Study (DIS)* program is available primarily to senior undergraduates in their fall semester and is administered through Cornell Abroad. The *Rome Program* is made available to undergraduates and graduate students through the College of Architecture, Art, and Planning.

#### First Year

<i>Fall Term</i>	<i>Credits</i>
LA 141, Freehand Drawing	3
†Biological sciences elective	3
†Physical sciences elective	3
†Social sciences or humanities elective	3
†Written or oral expression elective	3
	15
<i>Spring Term</i>	
*LA 142, Introduction to Landscape Architecture	4
†Biological sciences elective	3
†Social sciences or humanities elective	3
†Written or oral expression elective	3
‡Free elective	3
	16

#### Second Year

<i>Fall Term</i>	
*LA 480, Principles of Spatial Design	3
*LA 201, Design, Theory, and Composition	6
††Free elective	3
*HORT 335, Woody Plant Materials for Landscape Use	3
	15

#### *Spring Term*

*LA 202, Design, Composition and Theory	6
LANAR 524, History of European Landscape Architecture	3
†Written or oral expression elective	3
†Physical sciences elective	3
	15

#### Third Year

<i>Fall Term</i>	
*LA 301, Site Design and Detailing	6
*LA 310, Site Engineering	4
*LANAR 525, History of American Landscape Architecture	3
*LA 491, Design and Plant Establishment	3
	16

#### *Spring Term*

*LANAR 302, Site Design and Detailing	6
†Biological Sciences Elective	3
†Physical sciences elective	3
*LA 312, Site Construction	4
	16

#### Fourth Year

<i>Fall Term</i>	
*LA 401, Urban Design and Planning	6
‡LANAR 520, Contemporary Issues in Landscape Architecture	2
†Social sciences or humanities elective	3
‡Free elective	4
(Optional landscape architecture study abroad semester in Denmark or Rome)	15

#### *Spring Term*

*LA 402, Advanced Project Studio	6
†Social sciences or humanities elective	3
*LA 412, Professional Practice	1
*LA 483, Design Criticism	2
	12

#### *Summary of credit requirements*

*Specialization requirements	69
†Distribution electives	39
‡Free electives	12
	120

#### Master of Landscape Architecture (M.L.A.) Degree

Requirements of the three-year M.L.A. curriculum include 90 credits, satisfactory completion of the core curriculum courses, and a thesis.

#### First Year

<i>Fall Term</i>	<i>Credits</i>
*LA 505, Graphic Communication I	3
*LA 480, Principles of Spatial Design and Aesthetics	3
*LA 501, Theory, Composition and Design	6
*HORT 335, Woody Plant Materials for Landscape Use	3
*LA 520, Contemporary Issues	2
	17

#### *Spring Term*

*LA 502, Design Composition and Theory	6
*LANAR 524, History of European Landscape Architecture	3
*LA 506, Graphic Communications II	3
‡Free elective	4
	16

#### Second Year

<i>Fall Term</i>	
*LA 601, Project Design and Application	6
*LA 610, Site Engineering	4
*LANAR 525, American History of Landscape Architecture	3
*LA 491, Design and Plant Establishment	3
	16

#### *Spring Term*

*LA 602, Urban Design and Planning	6
*LA 590, Graduate Seminar	3
*LA 612, Site Construction	4
‡Free elective(s)	4
	17

#### Third Year

<i>Fall Term</i>	
*LA 701, Natural Systems and Site Design Studio	6
‡Free elective	6
	12

#### *Spring Term*

*LA 800, Master's Thesis in Landscape Architecture	9
*LA 412, Professional Practice	1
‡Free elective(s)	2
	12

#### *Summary of credit requirements*

*Specialization requirements	74
‡Free electives	16
	90

#### Second professional degree curriculum.

The two-year Master of Landscape Architecture (M.L.A.) curriculum serves to broaden and enrich undergraduate education in design by providing an expanded educational experience to those who are technically skilled. Applicants are therefore expected to hold a bachelor's degree in landscape architecture or architecture from an accredited program.

The objectives of the two-year M.L.A. curriculum are to permit students to conduct research relating to landscape architecture and to provide advanced education and training to individuals who may wish to teach, practice, or conduct applied research in landscape architecture. Students are permitted considerable flexibility in establishing programs that take full advantage of the teaching and research resources of the university.

Students admitted to the two-year M.L.A. curriculum are required to complete 60 credits of course work as approved by the members of their graduate committee. This must include at least two advanced studios, a graduate seminar, and a thesis or final master's project.

### Undergraduate Concentration for Non-Majors

Students outside the professional program may choose the undergraduate concentration in the American Cultural Landscape to complement their major. The courses center on the landscape as an object, something to be studied for its own sake, and as a subject, as a means to understand society and its relationship to natural systems and diverse cultures. The cultural landscape includes its visible elements as well as perceptions and cultural ideas and values. The concentration consists of five courses, two required and three elective.

Required.

#### Visual Studies (choose one):

- Arch 11 Introduction to Architectural Design (4 cr)
- Art 121 Introduction to Painting (3 cr)
- Art 141 Introduction to Sculpture (3 cr)
- Art 151 Introduction to Drawing (3 cr)
- Art 158 Conceptual Drawing (3 cr)
- Art 159 Life and Still-Life (3 cr)
- Art 161 Photography I (3 cr)
- DEA 101 Design I: Fundamentals (3 cr)
- DEA 114 Drawing (3 cr)
- LA 141 Freehand Drawing (3 cr)

#### The Landscape

- +LA 382 The American Landscape (3 cr)

#### Electives (choose three):

- ANTH 211 Nature and Culture (3 cr)
- +LA 262 Urban Archeology (3 cr)
- +LA 360 Pre-Industrial Cities and Towns of North America (3 cr)
- +LA 398 Archeology Fieldwork: New York State (5 cr, summer only)
- LA \*\*\* American Indian Landscape, Architecture and Planning (3 cr)
- LA 521 History of American Landscape Architecture (3 cr)
- LA 569 Archeology in Site Design and Planning (3 cr)

+Distribution Elective

### Natural Resources

The undergraduate curriculum is designed to provide an enduring and broadly applicable education. The focus of study is on the systems that yield our renewable natural resources (water, forests, fish, and wildlife) and includes emphasis on both natural

sciences and human organizations involved with resource management. Students are provided with an opportunity to understand the scientific, ethical, and societal basis for the protection and management of renewable resources through the application of ecological principles and knowledge of social needs.

### Required Core Curriculum

Students who desire to graduate with a specialization in Natural Resources are expected to complete, as a minimum, the courses specified in the following two-part Core Curriculum. First is a broad group of courses taken primarily outside the department, which, as their presentation suggests (Groups A-D), also fulfill this college's course distribution requirements described on page 30.

#### Group A - Physical Sciences *Total Hours*

- Mathematics - 2 courses 6-8
- Chemistry - 2 courses 7-8

#### Group B - Biological Sciences

- Introductory biology - 8 cr. hours 8
- General ecology - 1 course 4

#### Group C - Social Sciences

- 3 credits in addition to 3 credits in economics 6

#### Humanities

- 6 credits in addition to a course in "normative" ethics (e.g., NTRES 407, or PHIL 241, 246, or 247) 9

#### Group D - Written and Oral Expression

- Freshmen Writing Seminars - 2 courses 6
- Oral communications - 1 course 3

#### Courses outside the Distribution Groups

- Statistics - 1 course 3
- Computer applications or programming - 1 course 3

The Core Curriculum's second portion is composed entirely of courses offered by the Department of Natural Resources; a minimum of 19 hours in department courses is required.

#### YEAR 1 *Total Hours*

- One of 2 introductory courses: 3

NTRES 100 Principles of Conservation (Fall, 3 cr.)

NTRES 201 Environmental Conservation (Spr., 3 cr.)

#### YEAR 2

both courses listed:

NTRES 210 Introductory Field Biology (Fall, 4 cr.) 4

NTRES 253 Integrated Resource and Environmental Management (Spr., 3 cr.) 3

#### YEARS 3 AND 4

At least 3 of the following courses, with one from each group

#### Ecology 3-8

NTRES 301 Forest Ecology (Fall, 3 cr.)

NTRES 304 Wildlife Ecology (Spr., 3 cr.)

NTRES 418 Wetland Ecology and Management (Fall, 3 cr.)

NTRES 440 Fishery Science (Fall, alt. yrs., 3 cr.)

NTRES 442 Techniques in Fishery Science (Fall, 5 cr.)

#### Management

3-6

NTRES 303 Woodlot Management (Fall, 3 cr.)

NTRES 308 Natural Resources Management (Fall, 3 cr.)

NTRES 401 Envir. and Nat. Res. Policies (Fall or spring, 3 or 4 cr.)

NTRES 402 Nat. Res. Policy, Planning & Politics (Spr., 3 cr.)

NTRES 410 Principles of Wildlife Management (Spr., 3 cr.)

NTRES 438 Fishery Management (Spr., alt. yrs., 3 cr.)

Students pursuing this specialization have remaining approximately 40 credit hours available to develop one or more concentrations of their choice within or outside this field.

Students who wish to do so may specialize further in wildlife science, forest science, fishery and aquatic science, or natural resource policy and management.

Opportunities for field-oriented studies are available at Cornell's nearby Arnot Teaching and Research Forest, the Cornell Biological Field Station on Oneida Lake near Syracuse, as well as at numerous natural areas near campus.

Students should seek relevant work experience to complement their academic studies.

### Nutrition, Food, and Agriculture

Nutritional sciences draws upon chemistry, biology, and the social sciences to understand complex relationships among human health and well-being, food and lifestyle patterns, food and agricultural systems, and social and institutional environments.

The program in nutrition, food, and agriculture was established in 1990 to provide students with strong training in human nutrition in the context of an understanding and appreciation of the agricultural and life sciences. The program responds to the growing and important interrelationships between human nutrition and the agricultural and life sciences. Growing public interest in health and nutrition has placed new demands upon food producers, processors, and retailers. The problems of hunger and malnutrition in the United States and abroad require that nutritionists work together with specialists in areas such as agricultural economics, food production, and rural sociology. Advances in biotechnology provide researchers with new ways to understand human nutritional requirements and the regulation of human metabolism.

Nutrition, food, and agriculture majors complete a core set of requirements and choose elective courses in the areas of their particular interest. The core curriculum includes introductory chemistry and biology, organic chemistry, biochemistry, physiology, and mathematics. Students complete five courses in nutritional sciences: NS 115 Nutrition and Health Concepts and Controversies, NS 245 Social Science Perspectives on Food and Nutrition, NS 345 Nutritional and Physicochemical Aspects of Foods, NS 331 Physiological and Biochemical Bases of Nutrition, and NS 332 Methods in Nutritional

Sciences. In addition, students select a minimum of three advanced courses in nutritional sciences as well as elective courses in the broad areas of food production and processing, food and agricultural policy, and the life sciences.

All majors have faculty advisers in the Division of Nutritional Sciences with whom they meet regularly. Advisers help students plan course schedules and help find opportunities for special study or experiences outside the classroom.

Many students engage in laboratory or field research with a faculty member for academic credit or, in some cases, as employment. The honors program is designed for academically talented students who are interested in research. Honors students conduct independent research projects under the guidance of a faculty member and prepare an honors thesis. Many students participate in field experiences for credit during the academic year or summer. Placements in laboratories, industries, or community agencies are possible.

The major in nutrition, food, and agriculture can lead to many different career paths. By supplementing the core requirements with courses in different areas, students can prepare for jobs in industry, government, or community agencies in the United States or abroad. The major is excellent preparation for graduate study in a variety of fields.

The Division of Nutritional Sciences is affiliated with both the College of Agriculture and Life Sciences and the College of Human Ecology. Most of the Division faculty members work in Savage Hall and Martha Van Rensselaer Hall. In addition to housing offices, classrooms, and seminar rooms, these buildings contain research facilities, specialized laboratories, a human metabolic research unit, and computer facilities. The nutritional sciences Learning Resource Center in Martha Van Rensselaer Hall is used by students for study and small group discussion. The center contains class materials, audiovisual aids and supplementary books and periodicals for independent study and special projects.

For additional information about the nutrition, food, and agriculture program, contact the Division of Nutritional Sciences Academic Affairs Office, 335 MVR, 607-255-2628.

## Plant Sciences

Plant sciences students can specialize in plant biology, plant breeding, plant pathology, plant protection, or horticultural sciences, including floriculture and ornamental horticulture, and fruit and vegetable science. Students with well-defined interests upon arrival at Cornell can specialize in one of these programs beginning as freshmen when they enter college. Others may prefer to start in the general plant sciences curriculum and specialize after they have had a chance to explore the program offerings in the plant sciences.

Plant sciences is a multidisciplinary program area, sponsored by the Department of Plant Breeding in Emerson Hall, and the departments of Floriculture and Ornamental Horticulture, Fruit and Vegetable Science, and Plant Pathology, all located in the Plant Science Building.

**General plant science** is intended for students whose interest in studying plants has not yet centered on any one of the specializations within the area. Students may continue with this option throughout their undergraduate years, particularly if they are likely to be interested in and qualified for advanced studies beyond the bachelor's degree. Students who plan to seek employment upon graduation may prefer to specialize. There are, however, excellent opportunities for general plant science graduates at the bachelor's degree level in the service and supply industries, as extension agents, as teachers, and as research technicians.

More than one hundred courses are offered that deal directly with some area of plant science. Other courses relating to plant science are offered in agronomy and biological sciences. In addition, an interest in plant science may be combined with another specialization, such as agricultural and biological engineering, education, extension, statistics, international agriculture, food science, or agricultural economics.

Undergraduates are encouraged to obtain practical experience, which may involve research under the direction of a faculty member or work in a commercial industry, or research institute, a botanical garden or arboretum, or nursery, greenhouse, or farm operation. Departments will assist students in finding positions that will provide useful experience.

**Floriculture and ornamental horticulture** applies principles of plant science and business management to the production and marketing of florist, nursery, and turfgrass crops, as well as to the selection and management of plants for both indoor and outdoor landscapes. Programs prepare students for careers at the professional and managerial levels in horticultural business, botanical gardens and arboreta, research, teaching, communications, and extension and public education.

The core curriculum consists of the following courses:

HORT 101, Introduction to Horticultural Science  
 HORT 102, General Horticulture  
 HORT 230, Woody Plant Materials  
 HORT 300 or 301, Garden and Interior Plants I and II  
 HORT 400, Principles of Plant Propagation  
 BIOPL 241, Plant Biology (Introductory Botany)  
 BIOPL 242, Plant Physiology (lecture)  
 BIOPL 244, Plant Physiology (laboratory)  
 SCAS 260, Introduction to Soil Science  
 ENTOM 241, Applied Entomology  
 PL PA 301, Introductory Plant Pathology

Although mastery of these subject areas is considered essential for students planning to enter a floriculture or landscape horticulture career, justifiable exceptions to the core curriculum may be granted by the student's adviser.

With permission of the adviser, a transfer student may receive core curriculum credit for similar courses taken at other institutions provided that transfer credit is granted by the College of Agriculture and Life Sciences. In addition, all transfer students must complete a minimum of 12 credits in floriculture and ornamental horticulture courses at Cornell. No more than two of the following landscape

architecture courses may be included in this 12-credit requirement: LA 142, 311, 312, 480, 490, 491. No other landscape architecture or freehand drawing courses may be applied to the requirement because they do not contain horticultural subject matter.

Students may select an area of emphasis in either floriculture or landscape horticulture, or they may study generally across the specialization concentration in floriculture prepares students for careers in management of the production of florist and greenhouse crop production, crops in controlled environment agriculture, and wholesale- and retail-florist marketing, whereas specialization in landscape horticulture trains students for careers in nursery-crop production, turfgrass management, landscape contracting and service, retail- and wholesale-marketing of nursery products and services, botanical garden and arboretum management, urban horticulture, and related areas. Some students choose to pursue a general program in floriculture and landscape horticulture including courses in both areas. Similarly, programs in horticultural business management, research, teaching, extension and public education, and communications/journalism may be arranged across two specialization areas. Students wishing to prepare for graduate study in horticultural science may develop a program in basic sciences and their application in horticultural science. Lists of recommended courses for the areas of specialization are available from student advisers and from the undergraduate program coordinator.

Working with his or her faculty adviser, each student will tailor a program to achieve individual educational objectives in floriculture, landscape horticulture, horticultural business management, or general horticultural science. A core of management courses also is recommended for students planning horticultural business careers. Students are also encouraged to take courses in these areas: agricultural and biological engineering, soil science, computer science, ecology, entomology, geology, plant breeding, plant pathology, plant physiology, oral and written expression, plant taxonomy, and weed sciences. Use of electives to pursue study in the humanities and in other areas of special interest to the student is encouraged. Numerous opportunities to become familiar with the horticultural industries and professions are provided through field trips, guest lectures, undergraduate seminars, independent or small-group study, optional internships, and work-experience programs.

Questions concerning the undergraduate curriculum, advising, and related matters should be addressed to Professor Carl F. Gortzig, Undergraduate Program Coordinator, Department of Floriculture and Ornamental Horticulture, 23 Plant Science Building, Ithaca, New York 14853-5908 (telephone: 607-255-1787).

The department's office is 20 Plant Science Building. Departmental facilities include classrooms and laboratories in the Plant Science Building, greenhouse and laboratory facilities at the Kenneth Post Laboratory, the Test Garden, the Turfgrass Research Field and Laboratory, landscape architecture studios on the fourth floor of Roberts Hall (entrance Kennedy Hall), and freehand drawing studios in Mann Library.

**Plant biology** provides undergraduates with preparation for graduate study in the plant sciences that stresses basic, rather than applied, research. In cooperation with an adviser, each student plans a curriculum with a concentration in basic sciences supplemented by courses in applied areas that seem appropriate. Options include molecular biology, plant physiology, plant biology, genetics, cytology, organic chemistry, biochemistry, anatomy, taxonomy, ecology and evolution, and statistics. A core of courses, including mathematics, plant biology and physiology, and cytology, is strongly suggested. However, different specialties within plant biology afford a flexible curriculum.

**Plant breeding** provides undergraduates with (1) preparation for graduate study leading to advanced degrees in plant breeding and plant genetics and (2) preparation for work in producing and marketing plant varieties and making varietal recommendations, for positions in seed analysis, regulation, and quality control, and for work in biotechnology laboratories.

In cooperation with an adviser, each student plans a curriculum with a concentration in basic sciences supplemented by courses in applied fields best suited to his or her individual goals. Options include plant breeding and plant genetics; genetics, cytology, and cytogenetics; mathematics (calculus) and statistics; organic chemistry and biochemistry; plant anatomy, ecology, taxonomy, and physiology; crop production; plant pathology, and entomology.

**Plant pathology** is the study of the causes of plant diseases, the mechanisms of the interactions of disease-causing agents and plants, and the methods of preventing or controlling plant diseases. For most students, a concentration in plant pathology as an undergraduate is preparation for graduate study in plant pathology or another field of plant science. However, this concentration also prepares students for careers as technical representatives for agribusiness, as cooperative extension agents, as state or federal regulatory agents, or as research technicians in laboratories of plant pathology, mycology, microbiology, and biotechnology.

Course courses include chemistry, mathematics, introductory biology, botany, plant physiology, and introductory plant pathology. Additional plant pathology courses and other relevant courses from other fields are selected according to the particular interests of the student. Options include entomology, plant breeding, pomology, vegetable crops, floriculture and ornamental horticulture, and soil, crop, and atmospheric sciences.

**Plant protection** is offered for students who are interested in the management of plant pests. It includes the study of insects, diseases, weeds, vertebrate pests, and other factors that prevent maximum crop production. This concentration can prepare students for careers in agribusiness, the agrichemical industry, cooperative extension, pest management consulting, state and federal regulatory work, and a variety of other technical positions. Although designed as a terminal program for students desiring a practical preparation in general plant protection, this specialization can also provide an adequate background for graduate work in

entomology, plant pathology, or weed science.

The following subjects are considered essential to the plant protection specialization: botany and plant physiology, general ecology, soils, crop science, and microbial ecology. Additional courses in introductory entomology, introductory plant pathology, plant disease control, weed science, and integrated pest management are recommended.

In addition, a number of other subjects pertinent to plant protection are recommended, depending upon the student's interests: agricultural economics, agricultural and biological engineering, soil, crop, and atmospheric sciences, biochemistry, communication, pathology and entomology, general physics, genetics, meteorology, mycology, pesticides in the environment, and plant anatomy. Employment involving practical experience in plant protection between the junior and senior years is encouraged. The job may be on a farm, at an experimental station, with an agrichemical company, or with a regulatory agency.

**Pomology** (the science of fruit growing) provides students with knowledge of the scientific technology and the influence of environmental factors on the production, handling, and storage of deciduous fruit crops. New York is a national leader in fruit production. An on-farm value of over \$155 million generates an estimated \$620 million for the state's economy.

Courses are selected by students in consultation with a faculty adviser. Flexibility in programs makes it possible to establish a course of study to fit the desired goals of individual students. The diverse pomology curriculum, complemented by courses in basic sciences and arts and electives in a student's area of interest, prepares pomology majors for a career in fruit production, agricultural business related to the fruit industry, storage and merchandising, or professional pomology. Job opportunities for graduates can be found in fruit production, marketing, sales and service, research, teaching, and extension.

**Vegetable crops** is offered for students with an interest in either applied or basic aspects of vegetable production. The high value of vegetables and their importance in the human diet assures a continued demand for trained personnel in all aspects of vegetable technology. A flexible curriculum is provided to prepare undergraduates for careers in a diversity of fields, including: horticultural research, teaching, extension, production, processing, and marketing. A faculty adviser assists individual students in the selection of courses, which usually include: general horticulture, soils, botany, vegetable types and identification, vegetable production, and post-harvest handling or marketing. Additional course work depends upon the interest of the student, and may include: vegetable physiology, plant breeding, entomology, plant pathology, weed science, ecology, soil, crop, and atmospheric sciences, nutritional science, agricultural economics, international agriculture, and agricultural and biological engineering.

The vegetable industry is an economically important component of agriculture in New York and in the United States. Recently, there has been increased interest in growing vegetables in tropical countries. Exciting challenges are facing the industry. Greater

awareness of environmental and health issues is driving a change toward farming practices that depend less upon agricultural chemicals than in the recent past. New technologies are being developed and implemented to help growers make this change while remaining profitable. Among these technologies are: integrated pest management, genetic engineering, breeding for insect and disease resistance, low-input and organic cropping systems, and cultural practices that improve production efficiency and conserve agricultural resources.

The Department of Fruit and Vegetable Science has on-campus greenhouses and laboratories as well as two research farms in the Ithaca area that support our teaching program. Students are encouraged to gain hands-on experience growing vegetables and to pursue their individual interests through course work and by taking advantage of the many resources available in the College of Agriculture and Life Sciences.

### Rural Sociology

Technological, economic, demographic, and environmental changes are social processes, and each has major impacts on individuals, social groups, societies, and the international order. At Cornell, rural sociology students study these and other facets of social change in both domestic and international settings. Among the topic areas in which faculty members in the Department of Rural Sociology specialize are international agricultural and rural development, community and regional development and changes in the United States, environmental sociology, aging and the life course, sociology of agriculture, rural industrialization and labor markets, technology and social change, population and development, political economy, women in development, race and ethnic relations, and research methodology. Most courses provide background in both domestic and international aspects of the subject matter. Normally, students will develop a specialization with either a domestic or international emphasis by choosing appropriate elective courses. All students learn the theory and methodology of sociology, and how to apply both to research and policy in their subject areas.

Recognizing that students are concerned with future career opportunities, the undergraduate program emphasizes acquisition of skills as well as general knowledge in preparation for jobs or further study upon graduation. Accordingly, students are expected to become involved in the application of theory, methodology, principles, and concepts in the analysis of practical problems.

Rural sociology offers degree programs at both the undergraduate and graduate levels (B.S., M.S., M.P.S., or Ph.D.). These programs are offered through the Department of Rural Sociology and the Graduate Field of Development Sociology, both of which are located in Warren Hall. For many years, the department and graduate field have been recognized as among the top programs in the country, and both are known for innovative program orientations. The department is particularly well known for providing instruction in international as well as domestic aspects of community and rural development, environmental sociology, sociology of agriculture, population studies, and other topics. Faculty



members in this department are committed to both quality instruction and research programs. Being located in a college of agriculture, faculty members maintain strong ties with the technical fields in the college as well as with the International Agriculture Program, the Biology and Society Program, the Cornell Institute for Social and Economic Research, the Community and Rural Development Institute, the Gender and Global Change Program, the Life Course Institute, the Rural Development Program, the Hispanic Studies Program, the Program on Science, Technology, and Society, and the Center for International Studies. Nearly half of the department faculty are associated with one or more area studies programs (the Southeast Asia Program, South Asia Program, Latin American Studies Program, East Asia Program, or the Institute for African Development). Department members also maintain working relations with faculty in the Department of Sociology and other social science units located in other colleges at Cornell. Students are encouraged to supplement their course work by electing courses in these other departments and programs, thereby rounding out their educations by acquiring different perspectives.

The courses offered in rural sociology can be grouped in three broad categories: development sociology; population, environment, and society; and social data and policy analysis. All students majoring in Rural Sociology are required to take five core courses: an introductory course (R SOC 101), methods (R SOC 213), theory (R SOC 301), social stratification (R SOC 370), and a course in statistics. Four elective Rural Sociology courses are also required of all majors.

**The focus area in development sociology** provides an understanding of the processes and policies that influence social and economic development in rural settings in North America and low-income countries in the developing world. Courses provide background in the sociology of development in both the advanced and developing countries. Students normally select a set of elective courses in which either domestic or international development is emphasized. These courses provide background in several aspects of development sociology, including (1) an understanding of the processes of socioeconomic development in low-income or Third World countries and training in the formulation of strategies to enhance the socioeconomic well-being of citizens of those countries, (2) analysis of the social structures and processes for development in nonmetropolitan settings in the United States, (3) analysis of the processes of agricultural change and development in industrialized and low-income countries, and (4) an understanding of the processes of technological development and change in agriculture and other rural industries in developed and developing countries.

Students are encouraged to complement courses in the department with course work in the history and economics of development, area studies, and the policy sciences.

**Courses in the population, environment, and society focus area** provide an understanding of (1) the causes and consequences of the major components of population change—fertility, mortality, and migration; (2) the major patterns of population distribution and population characteristics in the United States and the developing world,

(3) the relationships between social structure and the biophysical environment, (4) the relationships between population change and natural resource utilization in development, and (5) impacts of public policy interventions on population size, growth and composition or on natural resource availability and environmental quality. Students normally select the elective courses for the major in such a way as to stress either population studies or sociological aspects of natural resources and the environment.

Students are encouraged to complement courses in the department with course work in demographic methods, household analysis, ecology and evolution, environmental studies, natural resources, and policy sciences.

**Courses in the social data and policy analysis focus area** provide (1) knowledge of research methodology, statistics, and computer applications, (2) an understanding of social, economic, political, and historical concepts essential for conducting meaningful analyses of practical problems and issues faced by organizations, communities, regions, and states, and (3) knowledge and practice in policy analysis. Students ordinarily select electives in order to specialize in either policy analysis or in a particular area of public policy (international development policy, domestic rural development policy, environmental policy, or population policy, etc.).

Students are encouraged to complement courses in the department with course work in data collection and research design, evaluation research, computing, and advanced statistics.

### Soil, Crop, and Atmospheric Sciences

The Department of Soil, Crop, and Atmospheric Sciences provides instruction in five specializations: atmospheric science, agronomy, crop science, soil science, and weed science. Employment opportunities are increased with practical experience, which is emphasized in the laboratories of our beginning courses. For students wishing additional credentials, preparation for professional certification is provided in all five specializations.

**Atmospheric science** is the study of the atmosphere and the processes that shape our weather. The core curriculum in meteorology is designed to provide students with an understanding of the fundamental physical and dynamic properties and processes of the atmosphere. All students are required to complete a minimum of five semesters of calculus; two semesters of physics; a semester each of chemistry, computer science, and statistics; and a sequence of eight courses covering observational, general, theoretical, and synoptic meteorology. Additional courses are available for students interested in specialized areas of meteorology. The curriculum satisfies the basic requirements for employment as a professional meteorologist and provides a sound background for graduate study or work in the numerous specialized areas of meteorological science. Students are encouraged to choose additional course work in related or complementary areas of interest, such as agriculture, biology, computer science, mathematics, statistics, physics, chemistry, or engineering.

**Agronomy** combines the study of crop production and soil management. It provides the student with a broad array of career

opportunities after completion of the B.S. degree, including agricultural business, extension service work, and farming. Graduate school can also follow a well-planned program. The student should take at least 12 credits of crops and 12 credits of soils and design the remainder of his or her curriculum to meet specific interests and goals. Some students pursue a double major in agronomy and international agriculture.

**Crop science** is the application of basic biological and ecological science to the improvement and management of the world's main field crops used for human food and livestock feed. Courses required include 18 credits of crops, 12 credits of plant biology, and 6 credits of soils. Students who anticipate a career in agricultural production or service after completion of the B.S. degree should take additional courses in economics, communication, plant pathology, entomology, and nutrition. Students planning graduate or professional study beyond the bachelor's degree should take advanced course work in organic chemistry and biochemistry, calculus, physics, and statistics.

**Soil science** is a basic discipline important in ecology, engineering, agriculture, and conservation. The curriculum in soil science combines physical and biological training to address critical issues in environmental and agriculture management related to soils. Students take 18 credits in soil science, including 4 credits in the introductory course. In addition, chemistry, mathematics, physics, and microbiology are required, as well as 6 credits of crop science to satisfy the major.

**Weed science** is that branch of pest management which emphasizes the principles and practice of weed control. The scientific basis for mechanical, cultural, chemical, and biological control procedures is considered. Plant physiology, organic chemistry, biochemistry, soil science, and plant taxonomy are required in addition to twelve credits in weed science and plant protection. The specialization is offered cooperatively by the departments of Soil, Crop, and Atmospheric Sciences, Floriculture and Ornamental Horticulture, and Vegetable Crops so that a variety of managed plant systems may be studied.

### Special Programs in Agriculture and Life Sciences

Some students are interested in pursuing a general education in the agricultural sciences. Others are uncertain about career objectives in agriculture and the life sciences. The opportunity to develop an independent major in general studies in agriculture and the life sciences is available for such students. In consultation with a faculty adviser, they may plan a sequence of courses suited to their individual interests, abilities, and objectives in an area not encompassed by the existing programs. In addition to the distribution and other college requirements, this major may include a concentration of courses in one or several academic units of the university.

Students completing this major are often planning a career in agriculturally related food and service enterprises. Many of the fast-growing occupations require the broad perspective, the scientific and technical skills, the attitudes, and the analytical ability that a general education fosters. A course of study for a special program must be planned with

and approved by a college faculty adviser. Information on the options and names of faculty advisers prepared to advise in special programs are available in the Office of Student Services, 140 Roberts Hall.

**General studies** includes production agriculture as well as technical work in the agricultural and life sciences. Many biotechnology concerns deal with aspects of agriculture, especially plants, crops, and ecosystems in the natural environment. A strong grounding in biological sciences as well as knowledge of the agricultural sciences is essential in this rapidly growing field. Students should plan basic course work in the major areas of study in the college—animal sciences, plant sciences, environment and technology, agronomic sciences, biological sciences, and social sciences. Advanced courses may be selected in those and other areas of individual interest or career aspiration.

**International Agriculture** provides students with an understanding of the special problems of applying basic knowledge to the processes of agricultural development in low-income countries. The student typically specializes in a particular subject and works with an adviser to plan a program oriented toward international agriculture. The courses in International Agriculture are designed to acquaint students with the socio-economic factors in agricultural development, with the physical and biological nature of tropical crops and animals, and with various world areas for which study programs exist. Competence in a foreign language is required.

In addition to the college distribution requirement of 36 credits, students majoring in International Agriculture must take a minimum of 30 credits. A minimum of 7 credits in International Agriculture and 8 credits (or equivalent competence) in a modern foreign language are required. The other courses recommended are drawn from a wide range of disciplines. The objective is to acquaint students with the many facets of agricultural development in low-income countries. Students are encouraged to take additional specialized courses in one of the other program areas of the college.

## DESCRIPTION OF COURSES

Undergraduate and graduate courses in the college are offered through the sixteen academic departments and units and also through the Divisions of Biological Sciences and Nutritional Sciences.

Descriptions of courses, both undergraduate and graduate, are given by department, arranged in alphabetical order.

Graduate study is organized under graduate fields, which generally coincide with the departments. Graduate degree requirements are described in the Announcement of the Graduate School. Courses for graduate students are described in the section on the academic department that offers them.

## NONDEPARTMENTAL COURSES

### ALS 127 Introduction to Farm Techniques

127, fall and spring. 1 credit each semester. Prerequisite: permission of instructor. S-U grades only. Limited to 8 students per section. T or W, 1:25–4:30. Class assembles in the lobby of Roberts Hall for transport to various facilities. G. Tennant, staff.

Practical instruction in the basic skills of farming and field research. Includes safe tractor and equipment operation and maintenance; harvesting and planting crops; caring for and handling dairy and beef animals, sheep, and poultry; and milking by machine and by hand. General orientation in the day-to-day procedures of farm operation. Field trips to area farms and agribusinesses will provide knowledge of farmers' skills, problems, and way of life.

### ALS 400 Internship

Fall, spring, or summer. 6 credits maximum. Not open to students who have earned internship credits elsewhere or in previous terms. S-U grades only. Staff.

Students may register only for internships approved by the College Internship Committee. Currently, the opportunities are available in the New York State Assembly Intern Program, the New York State Senate Session Assistant's Program, and the Albany Semester Program. A learning contract is negotiated between the student and the faculty supervisor, stating conditions of the work assignment, supervision, and reporting. Participation is required in any structured learning activities associated with the internship.

### ALS 500 Politics and Policy: Theory, Research, and Practice (also Government 500, and HSS 404)

Students in the College of Agriculture and Life Sciences must register for ALS 500.

S. Jackson and staff. This course, taught in Washington, D.C., forms the core of the Cornell-in-Washington program. The central course objective is to provide students with the instruction and guidance necessary to analyze and evaluate their own chosen issue in public policy. Toward that end, the course has three components: (1) weekly lectures providing background on the structures and processes of national politics and policy as well as training in research methodology; (2) student externships; and (3) individual research papers or projects. All three components interrelate so as to provide students with a strategy and framework for integrating classroom-based learnings, field experience, and individual research. Applications are made through the Cornell-in-Washington office, 131 Sage Hall.

### ALS 661 Environmental Policy (also Biological Sciences 661 and Biology and Society 461)

Fall and spring. 3 credits each term. (Students must register for 6 credits each term since an "R" grade is given at the end of the fall term.) Limited to 12 students. Prerequisite: permission of instructor.

Sem R 2:30–4:30 p.m. D. Pimentel. This course uses an interdisciplinary approach to focus on complex environmental and policy issues. Ten to twelve students, representing several disciplines, investigate significant environmental problems. The research team spends two semesters preparing

a scientific report for publication in Science or BioScience.

### Related Courses in Another Department

Agriculture, Science and Society (HIST 233)

Seminar in the History of the Agricultural Sciences (HIST 687)

## AGRICULTURAL AND BIOLOGICAL ENGINEERING

R. B. Furry, chair; L. D. Albright, D. J. Aneshansley, J. A. Bartsch, S. G. Capps, T. J. Cook, J. R. Cooke, A. K. Datta, R. C. Derksen, K. G. Gebremedhin, W. W. Gunkel, D. A. Haith, P. E. Hillman, J. B. Hunter, W. W. Irish, L. H. Irwin, W. J. Jewell, H. A. Longhouse, D. C. Ludington, J.-Y. Parlange, R. E. Pitt, G. E. Rehkgugler, T. S. Steenhuis, M. B. Timmons, L. P. Walker, M. F. Walter

### ABEN 102 Introduction to Microcomputer Applications

Fall. 3 credits. S-U grades optional. Each lab section limited to 16 students. All students, including those pre-enrolled, must attend the first lecture to guarantee admittance to the course.

Lecs, T R 10:10 or 12:20; lab M 1:25–4:25 or 7:30–10:30 p.m., or T 1:25–4:25, or W 1:25–4:25 or 7:30–10:30 p.m., or R 1:25–4:25. 1 evening prelim. P. E. Hillman.

Introduction to application packages on microcomputers. A laboratory, using the Macintosh, provides hands-on experience with word processing, spreadsheets, and database managers. These packages and others such as desktop publishing, telecommunications, statistics, and presentation graphics are discussed and demonstrated in the lecture, as well as computer hardware and DOS.

### ABEN 104 Introduction to Programming using Pascal and FORTRAN

Spring. 4 credits. Each lab section limited to 20 students. S-U grades optional.

Lecs, T R 11:15; lab, T or W 12:20–2:15. P. E. Hillman.

An introductory course in computer programming using microcomputers to handle data. Topics include preparing and processing programs in Pascal and FORTRAN. Students are expected to spend 5 to 8 hours outside their scheduled laboratory periods to complete problem sets. No prior knowledge of computers or computer language is necessary.

### ABEN 110 Introduction to Metal Fabrication Techniques

Spring. 2 credits. Each lab limited to 18 students.

Lec, R 9:05; lab, M or T or R 1:25–4:25, or M 7–10 p.m. T. J. Cook.

Emphasis on selection of proper materials and techniques to accomplish a variety of metal fabrication and maintenance projects. To include both hand and machine tools, fasteners, strengths of materials, classification and identification of metals, soldering, brazing, forging, pipe fitting, sheet metal work, controlling distortion, oxy-acetylene cutting, and arc welding.

**ABEN 132 Introduction to Wood Construction**

Fall. 2 credits. Each lab limited to 15 students.

Lec, T 9:05; lab, T or W or R 1:25-4:25, or M 7-10 p.m. T. J. Cook.

Principles and practice of wood construction. To include site selection and preparation, drainage, water and septic development, footers and foundations, material properties, framing and roofing, comparison of alternatives to wood construction, use of hand and power tools, wood joining methods, fasteners, concrete work, and block construction. Each student will plan and construct an approved carpentry project.

**ABEN 151 Introduction to Computing**

Fall. 4 credits.

Lecs, M W F 11:15; lab, W or R 12:20-2:20 or 2:30-4:30, or F 1:25-3:25. Each lab section limited to 22 students.

D. J. Aneshansley.

An introduction to computer programming and concepts of problem analysis, algorithm development, and data structure in an engineering context. The structured programming language, Pascal, is used, implemented on interactive personal computers, and applied to problems of interest in agricultural and biological engineering. No previous programming experience is assumed.

**ABEN 153 Engineering Drawing**

Fall. 2 credits. Limited to 30 students (15 in each lab).

Lec, M 9:05; lab, T or W 1:25-4:25.

H. A. Longhouse.

Designed to promote an understanding of engineering universal graphic language. The lectures and laboratories develop working knowledge of drawing conventions, drafting techniques, and their application to machine and pictorial drawing problems. The course will involve both instrument and Autocad computer drawings.

**ABEN 200 Undergraduate Seminar**

Spring. 1 credit. S-U grades optional.

Lec, T 1:25. K. G. Gebremedhin.

A forum to discuss the contemporary and future role of agricultural and biological engineering in society. A required course for freshmen majors in Agricultural and Biological Engineering academic programs. A series of seminars will be given by practicing engineers, Cornell faculty members, and students. Students are expected to develop written career statements and select future courses to meet their career goals.

**ABEN 221 Plane Surveying**

Fall. 3 credits. S-U grades optional.

Lecs, M W 12:20; lab, M 1:25-4:25.

H. A. Longhouse.

Principles and practice of measurement of distance, elevation, and direction. Use and care of equipment is stressed during field problems related to mapping, engineering design, and construction. Other topics include surveying specifications, error analysis, and standards of accuracy.

**ABEN 250 Engineering Applications in Biological Systems**

Fall. 3 credits. Prerequisite: enrollment in an engineering curriculum. Recommended for the sophomore year.

Lecs, M W F 12:20. L. P. Walker.

Case studies of engineering problems in agricultural and biological systems, including animal and crop production, environmental

problems, energy, biomedicine, and food engineering. Emphasis is on the application of mathematics, physics, and the engineering sciences to energy and mass balances in biological systems.

**ABEN 301 Introduction to Energy Technology**

Spring. 3 credits. Prerequisite: college physics. S-U grades optional.

Lecs, M W F 10:10. D. C. Ludington.

Basic concepts of energy; traditional sources, conversion processes to provide usable forms of energy and environmental impact; concepts of energy conservation and reducing environmental impact; alternate sources of energy and their potential.

**ABEN 305 Principles of Navigation (also Naval Science 301)**

Fall. 4 credits. Lecture limited to 34 students. Each lab limited to 17 students.

Lecs, M W F 8:00. Lab, R 8:00 or R 9:05.

C. D. Myers.

An introduction to the fundamentals of marine navigation, emphasizing piloting and celestial navigation procedures. The course covers coordinate systems, chart projections, navigational aids, instruments, compass observations, time, star identification, use of the nautical almanac, tides, and currents. Electronic navigation systems are also briefly discussed.

**ABEN 310 Advanced Metal Fabrication Techniques**

Spring. 1 credit (2-credit option available).

Prerequisite: ABEN 110 or permission of instructor.

Lab F 1:25-4:30. T. J. Cook.

Principles and practices extending beyond the scope of ABEN 110. To include out-of-position, high carbon steel and cast iron welding. Soldering and brazing of aluminum, hard surfacing, both tungsten (TIG) and metallic (MIG) inert gas welding, plasma-arc and oxy cutting of metals. Planning, development, and fabrication of a metal construction project for the 2 credit option.

**ABEN 321 Soil and Water Management**

Spring. 2 credits. S-U grades optional.

Concurrent registration in SCAS 321 required.

Lecs, M W F 9:05; disc-lab, M 1:25-4:25.

M. F. Walter, T. W. Scott.

An interdisciplinary course intended to introduce students to the general principles of soil and water interaction and to the effects of human intervention in these processes. Aspects of soil and water management, including hydrology, soil erosion, irrigation, drainage, and water quality are examined. Case studies from both the United States and the tropics are used to illustrate basic principles.

**ABEN 331 Environmental Control for Agricultural Production Systems**

Fall. 3 credits. S-U grades optional.

Lecs, M W F 11:15. K. G. Gebremedhin.

A study of environmental requirements, ventilation design, and control of agricultural production systems (dairy, swine, poultry, and fruit and vegetable storage facilities). Animal physiology and homeothermy, material handling, waste management, alternate energy sources on the farm, farmstead planning and layout, and engineering economic analysis of systems and alternatives.

**ABEN 350 Transport Principles**

Fall. 3 credits. Prerequisites: MATH 294 and fluid mechanics (co-registration permissible).

Lecs, M W F 11:15. J. B. Hunter.

Integration of heat and mass transfer combined with reaction kinetics in the context of agricultural and biological systems. Emphasis is on physical understanding of transport processes and simple reaction rates with application examples from plant and animal biology, the environment (soil/water/air), and food processing.

**ABEN 367 Introduction to Biological Engineering**

Spring. 3 credits. Prerequisites: one year each calculus and introductory biology; minimum one term each college chemistry and physics. Not open to freshmen. S-U grades optional.

Lecs, T R 10:10; lab, R or F 1:25-4:25.

J. B. Hunter.

Explores the use of engineering principles to solve biological problems in the context of laboratory experiments. Topics may include artificial organs, neuromuscular electrical signals, mass transfer in fermentation, enzyme kinetics, mechanics of plant or animal tissue, and DNA transfer. Many topics relate to ongoing research at Cornell. Appropriate for engineering and life science students. Field trips, demonstrations, and readings in current scientific literature.

**ABEN 371 Hydrology and the Environment (also Soil, Crop, and Atmospheric Sciences 371, and Geological Sciences 204)**

Spring. 3 credits. Students enrolled in the statutory colleges must enroll in ABEN 371 or SCAS 371. Prerequisite: 1 course in calculus.

Lecs, T R 9:05; lab, F 1:25-3:20.

T. S. Steenhuis, J.-Y. Parlange,

P. C. Baveye, L. M. Cathles.

Introduction to hydrology as a description of the hydrologic cycle and the role of water and chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, groundwater, surface runoff, river meandering floods, and droughts. Case studies, short field trips, computer programs, and laboratories are used to foster an understanding of concepts and principles of hydrologic processes.

**ABEN 401 Career Development In Agricultural and Biological Engineering**

Fall. 1 credit. Limited to seniors. S-U grades only.

Lec, M 12:20. G. E. Rehkugler.

A career development seminar for majors in the field of agricultural and biological engineering. Career opportunities in corporations, independent businesses, consulting, and public service. Professionalism, ethics, public policy and personal and corporate management issues are discussed.

**ABEN 435 Principles of Aquaculture**

Spring. 3 credits. Prerequisite: junior standing and above.

Lecs, T R 1:25-2:15; lab, R 2:30-4:25.

M. B. Timmons, W. D. Youngs,

C. A. Bisogni, G. A. German,

G. L. Rumsey, P. R. Bowser,

J. M. Regenstien, J. Meade, and

G. H. Ketola.

An in-depth treatment of the principles of aquaculture: fish biology, waste treatment, engineering design, fish health, nutrition, processing, etc. This course is intended to

build upon the undergraduate's previous course background and interests. Supervised "hands-on" laboratory experiences. A term project is required.

**ABEN 450 Instrument Design: Signal Processing and Data Acquisition**

Fall. 3 credits. Prerequisites: Linear Differential Equations, physics or electrical science, computer programming.

Lecs, M W (also F first 4 weeks) 9:05; lab to be arranged. D. J. Aneshansley. An introduction to static and dynamic characteristics of instruments, electronic instruments, digital and analog signal conditioning circuits and techniques, data acquisition and instrument control with personal computers and micro-controllers, and computer data analysis. Biological and agricultural examples of instrument problems and designs are used. A final design project is required.

**ABEN 451 Biomass Conversion Processes for Energy and Chemicals**

Spring. 3 credits. Prerequisites: ABEN 250 and 350, MATH 294, Thermodynamics (co-registration permissible), and CHEM 211.

Lecs, M W F 9:05. L. P. Walker. A variety of physical and biological processes are available for converting plants and other biomass resources into fuels, industrial chemicals, and foods. The design of these processes is accomplished through fusing concepts from biochemistry, microbiology, and plant biology with the concepts and methods of engineering. There are five major components to this course: plants as biochemical resources, heat and mass transfer, enzyme catalysis, fermentation kinetics, and biological filtration with plants. The last four components are concluded with case studies that demonstrate how the scientific and engineering concepts are used to design a biomass conversion process.

**ABEN 454 Physiological Engineering**

Fall. 3 credits. Prerequisites: Introductory biology, computer programming. Corequisite: fluid mechanics.

Lecs, T R 12:20; secs, T or R 1:25-4:25. R. E. Pitt. Engineering analysis and design in the physiology of animals and humans. Topics include osmometric behavior of cells, cardiovascular control models, mechanical operation of the heart, sensory ecology, neural transmission, EEGs, physiology of sight, bioacoustics, respiration, whole-animal models, and the fluid mechanics of flying and swimming. Laboratories involve experiments, computer applications, field trips, and guest lectures.

**ABEN 466 Food Process Engineering: A Transport Phenomena Approach**

Spring. 3 credits. Prerequisite: courses in either fluid mechanics and heat transfer or unit operations in food processing.

Lecs, T R 9:05; disc-lab, F 1:25-3:25. A. K. Datta. A unified transport phenomena based quantitative engineering approach to basic and advanced food processing concepts including sterilization, concentration, drying, freezing, separation, extrusion, etc. Considerable emphasis on microwave heating applications to these processes.

**ABEN 467 Bioprocessing Applications in Agriculture**

Fall. 4 credits. S-U grades optional. Prerequisites: BIOBM 231, college biology and calculus, one year each; ABEN 250 or ENGR 219, or senior standing in life sciences. May not be taken for credit after CHEME 643.

Lecs, T R 10:10-12. J. B. Hunter. An introduction to microbial and enzymatic process technology for engineers and life scientists. A substantial introduction to process engineering is illustrated by case studies of food and agricultural bioprocesses. Emphasis on engineering analysis and design. Suitable for both engineers and life scientists seeking careers in the biotechnology industry.

**ABEN 471 Geohydrology (also Geology 445 and Civil and Environmental Engineering 431. Students enrolled in the statutory colleges must enroll in Agricultural and Biological Engineering 471.)**

Fall. 3 credits. Prerequisites: MATH 294 and ENGR 202.

Lecs, M W 10:10 and F 2:30-4:30. T. S. Steenhuis, J.-Y. Parlange, A. L. Bloom, W. H. Brutsaert, L. M. Cathles. An intermediate course in surface and groundwater flow and related design factors. Includes principles of fluid flow, the hydrologic cycle, natural channel dynamics and sediment transport, description and behavior of natural aquifers, groundwater hydraulics, soil water, and solute transport.

**ABEN 473 Watershed Engineering**

Fall. 3 credits. Prerequisite: Fluid Mechanics or Hydrology.

Lecs, T R 9:05; disc, R 1:25. M. F. Walter. Engineering principles are applied to the design of soil and water management technologies aimed at solving natural resource problems in the context of watersheds. Emphasis will be placed on rural and countryside engineering and small-scale design for soil erosion control, flood damage control, earthen dams, ponds, moisture conservation, drainage, irrigation, and water supply.

**ABEN 474 Drainage and Irrigation Design**

Spring. 3 credits. Prerequisites: Fluid Mechanics or Hydrology.

Lecs, T R 11:15 and disc, F 8:00. M. F. Walter. This course will focus on design of drainage and irrigation systems for agriculture and non-agricultural purposes. The course will also briefly cover design for rural water supply and sanitation systems. Emphasis is placed on problem solving with actual situations used wherever possible. One major design project is required of each student.

**ABEN 475 Environmental Systems Analysis**

Fall. 3 credits. Prerequisites: computer programming and one year of calculus.

Lecs, M W F 1:25. D. A. Haith. Systems analysis and its use in environmental quality management. Emphasis is on modeling of environmental problems, translation of models into efficient computational algorithms, and use of computer simulation and optimization procedures (search techniques, linear programming, dynamic programming, and separable programming) to evaluate management alternatives. Applications include pollution control and resource management problems.

**ABEN 476 Solid Waste Engineering**

Spring. 3 credits. Prerequisites: 1 year of calculus and physics; 1 semester of chemistry.

Lecs, M W F 1:25. D. A. Haith. Planning and design of processes and facilities for management of municipal solid wastes. Source characterization and reduction; waste collection, storage, and transport; sanitary landfills; incineration; resource (energy and materials) recovery; composting; air and water pollution impacts; economic and social factors.

**ABEN 477 Treatment and Disposal of Agricultural Wastes**

Spring. 3 credits. Prerequisites: One environmental science course and at least junior-level standing; or permission of instructor.

Lecs, T R 2:30-3:45. W. J. Jewell. Overview of pollution problems in agriculture, legal restrictions, and technologies used to control pollution. Biological, physical, and chemical processes are applied to solve problems associated with animal wastes, food production, and food and fiber processing.

**ABEN 481 Design of Wood Structures**

Spring. 3 credits. Prerequisite: ENG 202.

Lecs, M W F 10:10. K. G. Gebremedhin. Computer-aided and design code manual procedures of engineering wood structures. Estimation of design loads, wood stress properties, design of columns, beams, frames, trusses, post-frame buildings, shear walls, horizontal diaphragms, connections, and special wood (glue-laminated) structural systems.

**ABEN 482 Bioenvironmental Engineering**

Spring. 3 credits. Prerequisite: ABEN 250 and 350, or equivalent.

Lecs, T R 11:15-12:30. L. D. Albright. Analysis and design of structures to modify the thermal and aerial environment of animals and plants. Environmental requirements of animals and plants, and the design of buildings to act as buffers between biological systems and climate. Heat flow, air flow, psychrometrics, energy balances, thermal biology, animal and plant models, thermal modeling, mechanical and natural ventilation, solar energy, and weather phenomena.

**ABEN 491 Highway Engineering (also Civil and Environmental Engineering 362)**

Fall. 3 credits. Prerequisites: junior standing in engineering, fluid mechanics, and soil mechanics (may be taken concurrently).

Lec, F 1:25-4:25; lab, M 1:25-4:25. L. H. Irwin. An introduction to highway engineering with an emphasis on design. Students will work in teams to apply the current standards and design criteria used in professional practice to several highway design projects. Topics of discussion include route location and design, traffic engineering, economic analysis, human factors and public safety, hydrology and drainage design, highway materials, pavement design, and maintenance.

**ABEN 494 Special Topics in Agricultural and Biological Engineering**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff. The department teaches "trial" courses under this number. Offerings vary by semester and will be advertised by the department. Courses offered under the number will be approved



by the department curriculum committee, and the same course will not be offered more than twice under this number.

**ABEN 496 Senior Design in Agricultural and Biological Engineering**

Spring. 3 credits. Prerequisite: senior standing in ABEN engineering program or instructor's permission.

Lecs, T R 10:10. Disc, to be arranged.  
S. G. Capps.

Capstone design course for senior level students. Topics and skills discussed will include time and team management, salesmanship and motivation, design constraints, design, problem definition and specification, project scheduling, materials selection, cost estimation, and design evaluation. Team format design projects will be required; mentorship of projects will be provided by faculty.

**ABEN 497 Individual Study in Agricultural and Biological Engineering**

Fall and spring. 1-4 credits. S-U option. Prerequisite: written permission of instructor and adequate ability and training for the work proposed. Normally reserved for seniors in upper two-fifths of their class. Students must register with an independent study form (available in 140 Roberts Hall).

Staff.

Special work in any area of agricultural and biological engineering on problems under investigation by the department or of special interest to the student, provided, in the latter case, that adequate facilities can be obtained.

**ABEN 498 Undergraduate Teaching**

Fall and spring. 1-3 credits. Prerequisite: written permission of instructor. Students must register with an independent study form (available in 140 Roberts Hall).

Staff.

The student assists in teaching an agricultural and biological engineering course appropriate to his/her previous training. The student meets with a discussion or laboratory section, prepares course materials, grades assignments, and regularly discusses objectives and techniques with the faculty member in charge of the course.

**ABEN 499 Undergraduate Research**

Fall and spring. 1-3 credits. Prerequisites: normally reserved for seniors in upper two-fifths of their class. Adequate training for work proposed. Written permission of instructor. Students must register with an independent study form (available in 140 Roberts Hall).

Staff.

Research in any area of agricultural or biological engineering on problems under investigation by the department or of special interest to the student, provided that adequate facilities can be obtained. The student must review pertinent literature, prepare a project outline, carry out an approved plan, and submit a formal final report.

**ABEN 501-502 M.P.S. Project**

Fall and spring. 1-6 credits. Required of each M.P.S. candidate in the field.

Hours to be arranged. Staff.

A comprehensive project emphasizing the application of agricultural technology to the solution of a real problem.

**ABEN 551-552 Agricultural and Biological Engineering Design Project**

Fall and spring. 3-6 credits. Prerequisite: admission to the M.Eng.(Agr.) degree program.

Hours to be arranged. J. B. Hunter and staff.

Comprehensive design projects dealing with existing engineering problems in the field. Emphasis is on the formulation of alternative design proposals that include consideration of economics, nontechnical factors, engineering analysis, and complete design for the best design solution. Projects are supervised by faculty members on an individual basis. However, there is a formal orientation during the first four weeks of the semester. A formal report and public presentation of the results of the design project are required for completion of the course(s).

**ABEN 652 Instrumentation: Sensors and Transducers**

Spring. 3 credits. Prerequisites: Linear differential equations, introductory chemistry and introductory physics, or permission of the instructor.

Lecs, T R 12:20; lab to be arranged.  
D. J. Aneshansley.

Application of instrumentation concepts and systems to the measurement of environmental, biological, and agricultural phenomena. Construction and characterization of electronic sensors and transducers will be emphasized. Image processing techniques will be introduced. A final project is required.

**ABEN 655 Thermodynamics and Its Applications**

Spring. 3 credits. Prerequisite: Mathematics 293 or equivalent.

Lecs, M W F 12:20. J.-Y. Parlange.

Thermodynamics and its applications to problems in engineering and agriculture. Topics include basic concepts (equilibrium, entropy, processes, systems, potentials, stability, phase transitions) and applications (soil and water processes, dilute solutions, electromagnetism, surface phenomena, heat and mass transport, structure of organizations).

**ABEN 665 Engineering Properties of Foods (also Food Science 665)**

Spring. 2 credits. Prerequisite: course in transport processes or unit operations as applied to foods; or permission of instructor. Offered alternate years.

Lecs, T R 12:20. S. S. H. Rizvi, A. K. Datta, and S. J. Mulvaney.

Theories and methods of measurement and prediction of rheological, thermal, and mass transport properties of foods and biomaterial systems. Emphasis is on physical-mathematical basis of the measurement as well as the prediction processes. Examples of appropriate use of these properties in engineering design and analysis of food processes will also be provided.

**ABEN 671 Analysis of the Flow of Water and Chemicals in Soils**

Fall. 3 credits. Prerequisites: two calculus courses and fluid mechanics.

Lecs, T R 3:35-4:50. J.-Y. Parlange, T. S. Steenhuis.

The course encompasses the full range from simple to complex methods to describe the chemical and water flows on the surface, in the vadose zone, and through the aquifer. Current analytical, semi-analytical, and

computer-based techniques are discussed. Both homogeneous and heterogeneous soils are analyzed. Offered alternately with Civil and Environmental Engineering 633—a complementary, but not identical, course.

**ABEN 672 Drainage**

Spring. 4 credits. Prerequisites: ABEN 471 and two calculus courses. S-U grades optional. Offered alternate years. Not offered 1995-96.

Lecs, M W F 10:10; lab, T 1:25-4:25.  
T. S. Steenhuis.

Theory of water and solute flow in aquifers, hillslopes, and the vadose zone as it relates to artificial drainage is discussed. Drainage design as it relates to agricultural land, landfills, and land application sites will be critically reviewed. The importance of preferential flow and matrix flow on water quality of drainage waters is examined. Laboratories are used for hands-on experience with measuring soil parameters and for actual drainage design.

**ABEN 673 Irrigation Systems**

Spring. 3 credits. Prerequisite: permission of instructor. Offered alternate years.

Lecs, M W F 10:10. M. F. Walter.

An introduction with a systems perspective to the design and implementation of irrigation. Topics include systems planning and appraisal, irrigation structures, equipment, and measuring devices, water distribution, and scheduling. The course will include design for both domestic and Third World systems. Case studies will be used to help students develop a broad understanding of irrigation systems.

**ABEN 677 Treatment and Disposal of Agricultural Wastes**

Spring. 3 credits. Prerequisite: permission of instructor.

Lecs, T R 2:30-3:45. W. J. Jewell.

Emphasis is on the causes of agricultural waste problems and the application of fundamentals of treatment and control methods to minimize related pollution. Fundamentals of biological, physical, and chemical pollution control methods are used in design problems with animal wastes, food production, and food and fiber processing. A semester-long design project is required.

**ABEN 678 Nonpoint Source Models**

Spring. 3 credits. Prerequisites: computer programming and calculus.

Lecs, M W F 2:30. D. A. Haith.

Development and programming of simulation models for management of water pollution from runoff and percolation. Emphasis is on prediction of water and chemical inputs to surface waters and groundwater. Applications include urban and rural runoff, lake eutrophication, groundwater waste loadings from land disposal sites, pesticides and nutrients in agricultural drainage, irrigation return flows, and watershed stream flow and sediment yield.

**ABEN 685 Biological Engineering Analysis**

Spring. 4 credits. Prerequisite: T&AM 310 or permission of instructor.

Lecs, M W F 11:15. J. R. Cooke.

Engineering problem-solving strategies and techniques are explored. Students solve several representative engineering problems that inherently involve biological properties. Emphasis is on formulation and solution of mathematical models and the interpretation of

results. The student's knowledge of fundamental principles is used extensively.

**ABEN 692 Pavement Engineering (also Civil and Environmental Engineering 643)**

Spring. 4 credits. Limited to engineering seniors and graduate students. Prerequisite: one introductory course in soil mechanics or highway engineering.

Lec, F 1:25-4:25; lab, M 1:25-4:25.

L. H. Irwin.

Application of geotechnical engineering principles to the selection of materials and the design of highway and airfield pavements, computer-based methods for pavement design, structural evaluation of pavements, and pavement systems management. Topics of discussion will include bituminous mixture design; base courses; soil stabilization methods; seal-coat design; design of flexible and rigid pavements; pavement design for frost conditions; and pavement evaluation using nondestructive test methods. Laboratory will provide a case study of pavement systems management.

**ABEN 694 Special Topics in Agricultural and Biological Engineering**

Fall or spring. 4 credits maximum.

S-U grades optional.

Hours to be arranged. Staff.

The department teachers "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**ABEN 700 General Seminar**

Fall. No credit. S-U grades only.

M, hours to be arranged. Staff.

Presentation and discussion of research and special developments in agricultural and biological engineering and related fields.

**ABEN 701 Special Topics in Agricultural and Biological Engineering**

Fall or spring. 1-6 credits. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. Staff.

Topics are arranged by the staff at the beginning of the term.

**ABEN 750 Orientation for Research**

Fall. 1 credit. Limited to newly joining graduate students. S-U grades only.

Lecs, first 7 weeks, M 3:35; remainder to be arranged.

An introduction to departmental research policy, programs, methodology, resources, and degree candidates' responsibilities and opportunities.

**ABEN 754 Sociotechnical Aspects of Sustainable Watersheds (also Agricultural Economics 754, and Government 644)**

Spring. 2-3 credits. S-U grades optional.

Hours to be arranged. M. Walter, R. Barker, N. Uphoff.

Examines sustainable agriculture in the context of watersheds and its relation to agricultural development. Emphasis on social processes within water and soil management systems and interactions with social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues associated with the design and operation of systems of irrigated and non-irrigated agriculture in developing countries.

**ABEN 761 Power and Machinery Seminar**

Spring. 1 credit. Limited to graduate students. Prerequisite: permission of instructor.

S-U grades only.

Hours to be arranged. Staff.

Study and discussions of research and new developments in agricultural power and machinery.

**ABEN 771 Soil and Water Engineering Seminar**

Fall and spring. 1-3 credits. Prerequisite: graduate status or permission of instructor.

S-U grades optional.

Hours to be arranged. T. S. Steenhuis, M. F. Walter, J.-Y. Parlange.

Study and discussion of research or design procedures related to selected topics in irrigation, drainage, erosion control, hydrology, and water quality.

**ABEN 775 Agricultural Waste Management Seminar**

Spring. 1 credit. Limited to graduate students. Prerequisite: permission of instructor.

S-U grades only.

Hours to be arranged. Staff.

Management of agricultural wastes, with emphasis on physical, chemical, biological, and economic factors affecting waste production, treatment and handling, utilization, and disposal.

**ABEN 781 Structures and Related Topics Seminar**

Spring. 1 credit. Prerequisite: graduate status or permission of instructor. S-U grades only.

Disc to be arranged. K. G. Gebremedhin.

Advanced analysis and design of production systems with emphasis on structural and environmental requirements, biological responses, and economic considerations.

**ABEN 785 Biological Engineering Seminar**

Spring. 1 credit. Prerequisite: graduate status or permission of instructor. S-U grades only.

Disc to be arranged. J. R. Cooke.

The interactions of engineering and biology, especially the environmental aspects of plant, animal, and human physiology, are examined in order to improve communication between engineers and biologists.

**AGRICULTURAL, RESOURCE, AND MANAGERIAL ECONOMICS**

A. M. Novakovic, chair; D. J. Allee, B. L. Anderson, R. D. Aplin, R. Barker, N. L. Bills, R. N. Boisvert, J. Brake, K. Bryant, D. L. Call, G. L. Casler, L. D. Chapman, R. D. Christy, G. J. Conneman, J. Conrad, H. de Gorter, E. E. Figueroa, O. D. Forker, G. A. German, D. A. Grossman, M. Hubbert, H. M. Kaiser, R. J. Kalter, W. A. Knoblauch, S. C. Kyle, E. L. LaDue, D. Lee, W. H. Lesser, E. W. McLaughlin, R. A. Milligan, T. D. Mount, G. L. Poe, T. T. Poleman, J. Pratt, C. Ranney, W. D. Schulze, D. G. Sisler, D. Streeter, L. Tauer, E. Thorbecke, W. G. Tomek, C. van Es, G. B. White, L. S. Willett

**Courses by Subject**

Farm management, finance, and production economics: 302, 402, 403, 404, 405, 406, 407, 408, 409, 605, 608, 708

Statistics, quantitative methods, and price analysis: 310, 410, 411, 412, 413, 415, 419, 710, 711, 712, 713, 717

Business management, law, and accounting: 220, 221, 320, 321, 323, 324, 325, 422, 424, 425, 426, 427, 428, 429

Public policy: 430, 431, 432, 630, 730, 731

Marketing and food distribution: 240, 340, 342, 346, 347, 443, 446, 447, 448, 449, 640, 641, 740, 741

Resource economics: 250, 450, 652, 750, 751, 754

Economics of development: 464, 660, 665, 763

General, contemporary issues, research, and other: 100, 380, 494, 497, 498, 499, 694, 698, 699, 700

**AG EC 100 Introduction to Global Economic Issues**

Fall. 3 credits.

Lecs, M W F 11:15. 2 evening prelims.

W. D. Schulze.

The economics and geography of world agriculture, providing a basis for understanding past development and future changes. Elementary economic principles, historical development, physical geography, and population growth are studied in their relation to agricultural development and the economic problems of farmers. Where possible, current domestic and foreign agricultural issues are used to illustrate principles.

**AG EC 220 Introduction to Business Management**

Spring. 3 credits.

Lecs, M W F 10:10 or 11:15; disc, M 2:30-4:25 or 7:30-9:25 p.m. (2 secs); T 8-9:55, or 2:30-4:25; W 10:10-12:05, 12:20-2:15, 2:30-4:25, 7:30-9:25 p.m. (2 secs); R 8-9:55 or 2:30-4:25. In weeks when discs are held, there will be no W lecture. 2 evening prelims. R. D. Aplin.

An overview of management and business. Provides exposure to key management functions, a firm's internal and external environments, business ethics, forms of business ownership, some key concepts and tools in human resource management, financial management and marketing and important current issues such as quality, global competition, and corporate governance. Several guest executives.

**AG EC 221 Financial Accounting**

Spring. 3 credits. Not open to freshmen.

Lecs, M F 11:15 or 12:20; sec, T 10:10-12:05 (2 secs), 12:20-2:15, or 2:30-4:25; W 10:10-12:05 (2 secs), 12:20-2:15 (2 secs), 2:30-4:25 (2 secs), or 7-9 p.m.; R 10:10-12:05, 12:20-2:15, or 2:30-4:25. 2 evening prelims and a comprehensive final. J. Dentes.

A comprehensive introduction to financial accounting concepts and techniques, intended to provide a basic understanding of the accounting cycle, elements of financial statements, and statements interpretation. Elements examined include inventory, depreciation, internal control of assets, time value of money, notes, stocks, bonds, and the statement of cash flows. Limited use of a financial data base of publicly held companies.

**AG EC 240 Marketing**

Fall. 3 credits.

Lecs, M W F 10:10; discs, M 2:30-4:00, T 12:20-1:50 or 2:30-4:00 (2 secs), W 2:30-4:00 (2 secs), R 12:20-1:50 (2 secs) or 2:30-4:00 (2 secs), or F 10:10-11:40. In

weeks discs are held, there will be no F lecture. E. W. McLaughlin.

This course provides a broad introduction to the fundamentals of marketing. We will explore the components of an organization's strategic marketing program, including how to price, promote, and distribute goods, services, ideas, people, and places. We will examine specifically the central role played by changing consumers; our primary emphasis will be placed on consumer goods industries. Although examples will frequently be drawn from the food and agricultural system, the principles and concepts from this course will apply equally well to the marketing of goods and services in all sectors of the economy. Case studies, industry guest lectures, and current marketing applications from various companies will be presented and analyzed.

**AG EC 250 Natural Resource and Environmental Economics**

Spring. 3 credits. Prerequisite: ECON 101 or equivalent.

Lecs, T R 9:05-10:35 or 2:30-4:00.

1 evening prelim. D. Chapman.

An introduction to the concepts and methods of analysis in the public and private use of resources, particularly valuation of environmental resources, benefit-cost analysis, and discounting. Major current economic problems in global warming, endangered species protection, forestry, acid rain, energy use, and world petroleum resources. The growing world trade in resource-intensive manufactured products and the impact on income, employment, and pollution. Comparative resource use and environmental protection in industrialized and developing countries.

**AG EC 302 Farm Business Management**

Fall. 4 credits. Not open to freshmen. This course is a prerequisite for AG EC 402 and 405.

Lecs, M W F 9:05; sec, W or R 1:25-4:25.

On days farms are visited, the section period is 1:25-6:00. W. A. Knoblauch.

An intensive study of planning, directing, organizing, and controlling a farm business, with emphasis on the tools of managerial analysis and decision making. Topics include financial statements, business analysis, budgeting, and acquisition, organization, and management of capital, labor, land, buildings and machinery.

**AG EC 310 Introductory Statistics**

Fall, spring, or summer. 4 credits. Prerequisite: EDUC 115 or equivalent level of algebra.

Lecs, M W F 1:25; sec T 9:05-11, 12:20-2:15, or 2:30-4:25 (2 secs); W 11:15-1:10 or 2:30-4:25 (2 secs); or R 12:20-2:15 or 2:30-4:25 (2 secs). 3 evening exams. C. van Es.

An introduction to statistical methods. Topics to be covered include the descriptive analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, and correlation analysis. Applications from business, economics, and the biological sciences are used to illustrate the methods covered in the course.

**AG EC 320 Business Law I**

Fall. 3 credits. Limited to juniors, seniors, and graduate students.

Lecs, M W F 9:05. 1 evening prelim.

D. A. Grossman.

Consideration is given chiefly to legal problems of particular interest to persons who expect to engage in business. Emphasis is on

the law pertaining to contracts, sales, agency, property, and the landlord-tenant relationship.

**AG EC 321 Business Law II**

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisite: a course in business law.

Lec, T R 8:30-9:55. D. A. Grossman.

The first portion of this course examines legal issues in the formation and operation of business enterprises, particularly partnerships and corporations. The second portion of the course will review selected topics in business law, including employment discrimination, secured transactions, product liability, bankruptcy, and commercial paper.

**AG EC 323 Managerial Accounting**

Fall. 3 credits. Prerequisite: AG EC 221 or equivalent.

Lecs, M W 12:20; disc, R 10:10-12:05, 12:20-2:15 (2 secs), or 2:30-4:25 (2 secs); or F 12:20-2:15 (2 secs). 2 evening prelims, a third exam, and a project on an electronic spreadsheet. J. Dentes

An introduction to cost accounting that emphasizes the application of accounting concepts to managerial control and decision making. Major topics include product costing, standard costing, cost behavior, cost allocation, budgeting, inventory control, variance analysis, measuring divisional performance, and accounting systems in the manufacturing environment. Limited use of Lotus on the IBM PC.

**AG EC 324 Financial Management**

Spring. 4 credits. Prerequisite: AG EC 220 or equivalent. Recommended: AG EC 221 and 310 or equivalents.

Lecs, M W F 9:05; disc, W 2:30-4:25 or R 9:05-11, 12:20-2:15, or 2:30-4:25, or F 10:10-12:05 or 12:20-2:15. 2 evening prelims. B. L. Anderson.

Focuses on three major questions facing management: how to evaluate capital investment decisions, how to raise the capital to finance the firm, and how to generate sufficient cash flows to meet the firm's cash obligations. Major topics include methods to analyze investment decisions, impact of taxes, techniques for handling risk and uncertainty, effects of inflation, sources and costs of debt and equity, capital structure, leverage, and working capital management. Microcomputers are used for analyzing financial problems. Previous computer experience is preferred, but optional instruction offered.

**AG EC 325 Personal Enterprise and Small Business Management**

Spring. 3 credits. Limited to juniors and seniors. Prerequisites: AG EC 220 and 221 or permission of instructor. Absolutely no adds or drops after second class meeting.

Lec, M W 1:25; disc, R 10:10-12:05 or 2:30-4:25, or F 10:10-12:05 or 2:30-4:25. Staff.

Acquaints students with the changing role of small businesses in the global economy. Special emphasis on the problems of planning and starting a new business, including strategic planning, marketing, financing, and managing growth. Term project, development of a business plan, is done in groups assigned within discussion sections. Case studies and visiting entrepreneurs illustrate various small business issues.

**AG EC 340 Futures and Options Trading**

Spring. 3 credits. Prerequisites: ECON 101. Open by application only. S-U grades optional.

Lec, T R 10:10-11:25. Evening prelim. D. Streeter.

The focus of the course is on the use of agricultural financial futures and options as marketing and management tools. A primary objective is to understand how companies, financial institutions, and farm businesses can employ hedging strategies to manage risk. Students will participate in a simulated trading exercise in which they will use real-time price and market information and input from industry experts to manage a hedge position.

**AG EC 342 Marketing Management**

Spring. 3 credits. Limited to juniors, seniors, and graduate students. Prerequisites: AG EC 240 and ECON 101-102.

Lecs, M W F 10:10; disc, R 12:20-1:50 or 2:30-4 (2 secs), F 10:10-11:40 (2 secs), or 12:20-1:50 (2 secs). In weeks discs are held, there is no F lecture. R. D. Christy.

Deals with the central link between marketing at the societal level and everyday consumption by the general public. As such, this course emphasizes the management aspects of marketing by considering consumer behavior, strategies in product and brand selection, pricing, promotion, sales forecasting, and channel selection. Identification and generation of economic data necessary for marketing decisions are considered. Public policy and ethical dimensions of marketing are examined.

**AG EC 346 Dairy Markets and Policy**

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: ECON 101 or equivalent.

Lecs, T R 8:30-9:55. H. M. Kaiser.

A survey of the structural and institutional characteristics of dairy markets and the analysis of policy issues, pricing systems, and government programs, including marketing orders, price supports, and import policies.

**AG EC 347 Marketing Fruits, Vegetables, and Ornamental Products**

Fall. 3 credits. S-U grades optional. Estimated cost of field trip, \$50.

Lec M W F 12:20. A two-day field trip.

E. E. Figueroa.

A study of fruits, vegetables, and ornamental product marketing, including seasonal variations. Role of market intermediaries, role of government agencies, and the price discovery process. Discussion and description of horticultural product market orders in the U. S. The emerging importance of interregional and international markets.

**AG EC 380 Independent Honors Research in Social Science**

Fall or spring. 1-6 credits. Limited to students who have met the requirements for the honors program. See "Honors Program" in CALS section of this catalog. Provides qualified students an opportunity to conduct original research under supervision.

**AG EC 402 Advanced Farm Business Management**

Spring. 3 credits. Prerequisite: AG EC 302 or equivalent.

Lecs, M W 10:10; disc, W 1:25-3:20.

G. L. Casler.

Emphasis is on evaluating the profitability of alternative investments and enterprises. Principal topics include strategic planning, the effects of income taxes on investment decisions, capital investment analysis, linear programming, forms of business organization, and financial risk and uncertainty. Experience

in computer applications to farm business management is provided. Previous computer experience is not required.

**AG EC 403 Farm Management Study Trip**  
Spring. 1 credit. Prerequisite: AG EC 302.  
Open by application only.

Lecs, arranged. W. A. Knoblauch.  
A special program to study production and management systems in diverse agricultural regions of the U.S. Includes a trip (usually taken during spring break) to the region being studied. A different region is visited each year. The course meets in advance of the study trip and upon return from trip. A paper, selected by the student, which further explores an aspect of the trip, is a requirement for completing the course.

**AG EC 404 Advanced Agricultural Finance Seminar**

Spring. 2 credits. Limited to 16 seniors with extensive course work in farm management and farm finance. Open by application prior to March 1 of the year before the course is offered.

W 3:35-5:30. E. L. LaDue.

A special program in agricultural finance, conducted with financial support from the Farm Credit System. Includes two days at Farm Credit Banks of Springfield, one week in Farm Credit Association offices, a field trip to observe FHA financing during fall term, a four-day trip to financial institutions in New York City during intersession, and an actual farm case analysis in the spring term.

**AG EC 405 Farm Finance**

Spring. 4 credits. Prerequisite: AG EC 302 or equivalent.

Lecs, M W F 9:05; disc, T 1:25-3:20.

E. L. LaDue.

The principles and practices used in financing farm businesses, from the perspectives of the farmer and the farm lender. Topics include sources of capital, financing entry into agriculture, financial analysis of a business, capital management, financial statements, credit instruments, loan analysis, financial risk, and leasing.

**[AG EC 406 Farm and Rural Real Estate Appraisal]**

Spring, weeks 7-15. 2 credits. Limited to 40 students. Prerequisites: AG EC 302 or equivalent and permission of instructor. Not offered 1994-95.

Lec, R 11:15; lab, R 1:25-5:30. 6 half-day field trips, 1 all-day field trip.

G. J. Conneman.

The basic concepts and principles involved in appraisal. Factors governing the price of farms and rural real estate and methods of valuation are studied. Practice in appraising farms and other rural properties.]

**AG EC 407 Financial Management in Farming**

Fall. 2 credits. Limited to ALS majors. Prerequisite: AG EC 405.

Lecs, M W 1:25. J. R. Brake.

Financial markets and policies affecting agriculture and farmers. How money and capital markets affect credit cost and availability in agriculture. Insurance concepts for farmers. Financial considerations in starting to farm. Issues in choice of farm organizational structure. Present value concepts.

**[AG EC 408 Seminar in Farm Business Decision Making]**

Fall (1 week in intersession). 1 credit.

Prerequisites: AG EC 302 and 405 or equivalent, and permission of instructor. Not offered 1994-95.

M T W R F 8-5. G. J. Conneman.

Develops method of analyzing farm business management problems. Gives student experience in identifying alternatives in problem solving. Provides opportunities to analyze and evaluate actual farm situations. Two field trips and intensive work with a farm family.]

**AG EC 409 Farm Management Workshop**

Fall. 1 credit. Limited to seniors and graduate students.

T 12:20-2. W. A. Knoblauch and staff.

Presentation of current topics in farm management, farm finance, and production economics. Participants take part in seminars where research, teaching, and extension program methodology and results are presented by faculty and graduate students. Students prepare a summary and evaluation of a recent research publication.

**AG EC 410 Business Statistics**

Spring. 3 credits. Prerequisite: AG EC 310 or equivalent.

Lecs, M W F 10:10. C. van Es.

This course focuses on four major topics used to analyze data from marketing research, business, and economics. Topics studied are: survey sampling procedures, contingency table analysis, time series and forecasting, and experimental design and ANOVA. The course will involve a research project designed to give experience in collecting and interpreting data.

**AG EC 411 Introduction to Econometrics**

Spring. 3 credits. Limited to juniors, seniors, graduate students. Prerequisite: AG EC 310 or equivalent.

Lecs, T R 10:10-11:25. L. Willett.

The course introduces students to basic econometric principles and the use of statistical procedures in empirical studies of economic models. Assumptions, properties, and problems encountered in the use of multiple regression procedures are discussed and simultaneous equation models are introduced. Students are required to specify, estimate, and report the results of an empirical model using econometric methods covered in class.

**AG EC 412 Introduction to Mathematical Programming**

Fall. 3 credits. Primarily for juniors, seniors, and M.S. degree candidates. Prerequisite: AG EC 310 or equivalent.

Lecs, T R 12:20-1:35. J. Pratt.

This is a course in applied linear programming. Following a review of linear algebra, the emphasis will be on formulation, specification, and interpretation of solutions to mathematical models of economic problems. Standard LP problems such as work scheduling, blending, resource allocation, capital budgeting, transportation and financial planning, inventory management, etc., will be studied. Integer and nonlinear programming will be introduced, if time permits.

**AG EC 413 Information Systems and Decision Analysis**

Fall. 3 credits. Limited to 80 juniors and seniors. Prerequisites: ABEN 102 or equivalent, ECON 101 or equivalent, and AG EC 310.

Lecs, M W 9:05 or 10:10; labs arranged.

2 evening prelims. D. Streeter.

The focus of the course is on management decision making and the support provided by various components of an information system. The computer models presented support various stages of decision-making: the information seeking stage (e.g., forecasting models), the selection stage (e.g., decision analysis and analytic hierarchy process models), and the implementation stage (e.g. project management models). Students are encouraged to develop their critical thinking about the output from quantitative models and sensitivity analysis is emphasized. Both the promise and the limitations of information technologies are discussed.

**AG EC 415 Price Analysis**

Fall. 3 credits. Prerequisites: ECON 313 or CEH 210 or equivalent, AG EC 310 or equivalent.

Lecs, M W F 11:15. L. Willett.

The focus of this course is on the analysis of supply and demand characteristics of commodities with particular attention to agricultural products. Institutional aspects of pricing, temporal and spatial price relationships, price forecasting, and the economic consequences of pricing decisions are included.

**AG EC 419 Expert Systems Workshop**

Fall. 3 credits. Prerequisite: one computer use or programming course. Absolutely no adds or drops after second class meeting.

Lec, T 2:30-4:25; lab, hours to be arranged.

R. J. Kalter.

A hands-on introduction to the use of expert systems by business managers. Topics include the concepts behind knowledge-based applications, domain selection, knowledge engineering, representation, and processing, reasoning mechanisms, rule and object dynamics, and the integration of expert systems with quantitative models and computer databases. Students will work in groups to design, implement, and test an expert system relevant to a contemporary business problem. Interested students need not be proficient in computer programming to take this course.

**AG EC 422 Estate Planning**

Fall. 1 credit. Limited to juniors, seniors, and graduate students. S-U grades only.

Lec, M 3:35. D. A. Grossman.

Fourteen sessions on the various aspects of estate-planning techniques. The law and use of trusts, the law of wills, federal and New York State estate and gift taxes, and probate procedures are covered.

**AG EC 424 Business Policy**

Fall. 3 credits. Limited to seniors majoring in business management and marketing.

T R 9:05-10:35, 11:15-12:45, or 2:30-4.

R. D. Aplin.

An integrating course that examines business policy formulation and implementation from the standpoint of the general manager of an organization, focusing on decision making and leadership. The course is built around a series of cases. Several guest executives. Emphasizes improving oral and written communication skills.



**[AG EC 425 Small Business Counseling]**  
Fall. 4 credits. Limited to seniors. Prerequisite: AG EC 325 or NBA 300. Not offered 1994-95.

Lec, M W 2:30-4:25; disc, 2 hours per week, arranged. Staff.

Students serve as counselors to small businesses in the central New York area and confront problems facing small personal enterprises. Encourages the application of business principles to an existing business and the witnessing of the results of firm-level decision making. Student teams meet with the business owners and course staff at arranged times during the semester.]

**AG EC 426 Cooperative Management and Strategies**

Spring. 3 credits. Recommended: AG EC 220 or equivalent. Estimated cost of field trip, \$50.

Lecs, M W F 12:20. 2-day field trip required. B. L. Anderson.

Investigates the unique aspects of cooperative, membership, and not-for-profit organizations. Issues are approached from the point of view of management, the board of directors, and members. Topics include characteristics of various types of business organizations, cooperative principles, legislation, taxation, as well as the unique nature of corporate strategies, management, financing, and marketing in cooperative, membership, and not-for-profit organizations. Primary focus is on operating cooperatives in agriculture although alternative types of cooperative organizations are discussed, such as: credit unions, insurance cooperatives, employee stock ownership plans, housing cooperatives, flexible manufacturing networks, consumer cooperatives, and membership organizations.

**[AG EC 427 Advanced Personal Enterprise Seminar]**

Spring. 3 credits. Limited to 18 seniors. Prerequisites: AG EC 325 and 425. Open by application only. Not offered 1994-95.

Lecs, M W 2:30-4:25. Staff.

Designed for seniors who have a demonstrated interest in starting or managing their own business. A discussion format is used to address current topics that will affect the success of business ventures. Students lead discussions, make presentations, study a business, industry, or issues, and prepare a major project documenting the results of their inquiry. Visits by current enterprise leaders will be an important aspect of the course.]

**AG EC 428 Technology: Management and Economic Issues**

Spring. 3 credits. Prerequisites: ECON 101-102, or permission of instructor. Limited to juniors and seniors.

Lecs, T R 10:10-11:25. R. J. Kalter.

Designed to acquaint students with the role of technology in modern society, business, and education. Emphasis is placed on the context for managerial analysis and decisions with respect to technological adoption. Topics include the historical influence of technology on economic structure and activity, contemporary technological trends, implications for business managers, adoption and diffusion, public acceptance, implications for future structural and spatial organization of economic activity, impediments to technological advancement, and public policy considerations.

**[AG EC 429 Small Business Advisory Group]**

Fall or spring. 2 credits. Prerequisites: Limited to seniors or graduate standing. AG EC 424 and 425 or equivalents, or permission of instructor. S-U grades optional. Not offered 1994-95.

Lecs, M W 7:30-10:30 p.m.; disc arranged. Staff.

Course provides an opportunity for students to explore a diverse array of small business problems through working with local businesses. Approximately 10-12 businesses are advised by the group each semester. Students work in teams to visit the business and gather background information, and the business owner attends a class session to discuss his or her problems. Student teams then complete a detailed report and provide recommendations to the business owner, which are delivered in a final meeting with the owner at the business location.]

**AG EC 430 International Trade Policy**

Spring. 3 credits. Prerequisites: ECON 101-102 or equivalents.

Lecs, T R 12:20-1:35; optional discussion to be arranged. D. R. Lee.

This course examines the economic principles underlying international trade and monetary policy, and the policies, practices, and institutions that influence trade and foreign exchange markets. Applications to current topics in international trade policy, to trade in primary commodities, and to both developed and developing countries are also emphasized.

**AG EC 431 Food and Agricultural Policies**

Spring. 3 credits.

Lecs, T R 9:05; disc, R 11:15 or 1:25. H. deGorter.

The course deals broadly with food and agricultural policies, including price support and storage or reserve policies, agricultural protection, soil conservation programs, the structure of agriculture, domestic food subsidy programs, environmental issues, and food safety. The importance of international trade and agricultural policies in other countries is emphasized.

**AG EC 432 Economics of the Public Sector**

Spring. 3 credits. Prerequisite: ECON 313 or CEH 210 or equivalent.

Lecs, T R 2:30-4:00. Staff.

The application of economic concepts to the evaluation of the structure and performance of the public sectors of the economy. Emphasis on microeconomic analysis of public finance and public resource allocation. Principal topics: market failure, articulation of public choice and interests, evaluation of public decisions, and current public policy.

**AG EC 443 Food-Industry Management**

Fall. 4 credits. Limited to juniors and seniors. Prerequisite: AG EC 448 or 342 or permission of instructor.

Lecs, T R 9:05-10:35; sec, T 2-3:30. G. A. German.

A case-study approach is used to examine the application of management principles and concepts to marketing and distribution problems of the food industry. Cases covering new product introductions, merchandising strategies, and investment decisions are included. Guest speakers from the food industry present case-study solutions at the Tuesday session.

**AG EC 446 Food Marketing Colloquium**

Fall. 1 credit. Limited to juniors and seniors with extensive course work in food industry management and marketing. Permission of the instructors. S-U grades only.

R 3:35-5. G. A. German and E. W. McLaughlin.

AG EC 446 and 447 have been developed as a two-semester special seminar that provides the weekly focus for the Food Marketing Fellows Program. The seminar will cover advanced topics in food marketing, many of which will have an important international dimension and will be presented by industry members. A number of field trips will be taken, including an international trip during January intersession and a five-day trip to the Food Marketing Institute Convention in Chicago during the first week in May. Students will prepare research topics on various aspects of the food industry.

**AG EC 447 Food Marketing Colloquium**

Spring. 1 credit. Limited to juniors and seniors with extensive course work in food industry management and marketing. Permission of instructors. S-U grades only.

R 3:35-5. G. A. German and E. W. McLaughlin.

AG EC 446 and 447 have been developed as a two-semester special seminar that provides the weekly focus for the Food Marketing Fellows Program. The seminar will cover advanced topics in food marketing, many of which will have an important international dimension and will be presented by industry members. A number of field trips will be taken, including an international trip during January intersession and a five-day trip to the Food Marketing Institute Convention in Chicago during the first week in May. Students will prepare research topics on various aspects of the food industry.

**AG EC 448 Food Merchandising**

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: AG EC 240.

Lecs, T R 10:10-11:25. G. A. German.

Merchandising principles and practices as they apply to food industry situations. The various elements of merchandising such as buying, pricing, advertising, promotion, display, store layout, profit planning and control, and merchandising strategy are examined in this course. The consequences of food industry trends and initiatives for other industry members, public policymakers, and consumers are considered.

**AG EC 449 Global Marketing Strategy**

Fall. 2 credits. Prerequisite: AG EC 342 or permission of instructor. Cost of field trip, about \$125.

W 2:30-4. One 2-day field trip to the New York City area during early November.

E. W. McLaughlin.

This course will examine the marketing environment, opportunities, and challenges in the rapidly changing global marketplace. We will explore what factors are predictive of business success in various national markets and the means by which these factors can be incorporated into firm strategy. The focus of the course will be kept practical and managerial through liberal use of actual case studies, industry guests, and a field trip.

**[AG EC 450 Resource Economics]**

Fall. 3 credits. Prerequisites: MATH 111 and ECON 313. Not offered 1994-95.

Lecs, M W F 2:30-3:20. J. Conrad.

Dynamic models of renewable, nonrenewable, and environmental resources will be constructed to examine market allocation and optimal resource management.]

**AG EC 464 Economics of Agricultural Development**

Spring. 3 credits. Prerequisites: ECON 101-102, or permission of instructor.

Lecs, T R 8:40-9:55. R. Barker.

This course is designed to provide an understanding of the economics of the agricultural sector in low-income countries. In addition, more general issues of economic development beyond the agricultural sector will be covered in order to provide the necessary context for an understanding of rural problems. Among the areas covered are the nature of development and technical change, welfare and income distribution, land reform, food and nutrition policy, food security and food aid, competition with more developed countries and international markets, the effect of U.S. policy on agricultural development, and the role of international institutions. Examples from a wide variety of developing countries will be used to illustrate the basis for economic analysis.

**AG EC 494 Undergraduate Special Topics in Agricultural Economics**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department.

**AG EC 497 Individual Study in Agricultural Economics**

Fall or spring. Variable credit. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Hours to be arranged. Staff.

To be used for special projects designed by faculty members.

**AG EC 498 Supervised Teaching Experience**

Fall or spring. 1-3 credits. Total of 4 credits maximum during undergraduate program. Students must register with an Independent Study form (available in 140 Roberts Hall).

Hours to be arranged. Staff.

Designed to give qualified undergraduates experience through actual involvement in planning and teaching courses under the supervision of department faculty. Students are expected to actually teach at least one hour per week for each credit awarded. Students cannot receive both pay and credit for the same hours of preparation and teaching.

**AG EC 499 Undergraduate Research**

Fall, spring, or summer. 1-4 credits. Limited to students with grade-point averages of at least 2.7. Prerequisite: written permission of the staff member who will supervise the work and assign the grade. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Permits outstanding undergraduates to carry out independent study of suitable problems under appropriate supervision. Students cannot receive both pay and credit for the same hours of work.

**AG EC 605 Agricultural Finance and Capital Management**

Fall. 3 credits. Prerequisite: AG EC 402 or 405, or equivalent. Offered alternate years. \$25 charge for reading materials; no text.

T R 8:40-9:55. E. LaDue and L. Tauer.

Advanced topics in capital management and financing of agriculture. Special emphasis on current issues. Example topics: farm-sector funds flows, financial risk and decision analysis, agricultural finance policy, financial intermediation and intermediaries, firm growth, inflation, loan evaluation, and selected topics on financing agriculture in developing countries.

**AG EC 608 Production Economics**

Fall. 3 credits. Recommended: ECON 313 and MATH 111 or equivalents.

Lecs, M W F 10:10. L. W. Tauer.

The theory of production economics with emphasis on applications to agriculture. Topics include the derivation, estimation, and use of production, cost, profit, demand, and supply functions. Production response over time and under risk is introduced.

**AG EC 630 Policy Analysis: Welfare Theory, Agriculture, and Trade**

Spring. 4 credits. Prerequisites: AG EC 608 or CE&H 603, ECON 313, or equivalent intermediate micro theory incorporating calculus.

Lecs T R 8-9:55. H. deGorter and staff.

The first half of the course surveys the theory of welfare economics as a foundation for public policy analysis. Major issues addressed include the problem of social welfare measurement, the choice of welfare criteria, and the choice of market or nonmarket allocation. Basic concepts covered include measurement of welfare change, including the compensation principle, consumer and producer surplus, willingness-to-pay measures, externalities, and the general theory of second-best optima. The second half of the course focuses on public policy analysis as applied to domestic agricultural policy and international trade. The domestic policy component examines major U.S. farm commodity programs and related food and macroeconomic policies and analyzes their effects on producers, consumers, and other groups. The international trade component examines the structure of world agricultural trade, analytical concepts of trade policy analysis, and the principal trade policies employed by countries in international markets.

**AG EC 640 Analysis of Agricultural Markets**

Fall, weeks 1-7. 2 credits. Prerequisites: AG EC 411 and 415 or equivalents.

Lecs, T R 2:30-4:25. W. G. Tomek.

This course is about markets for agricultural products. Focus is placed on identifying their distinguishing characteristics, establishing criteria for evaluating performance, analyzing models for price determination, and evaluating selected public-policy issues related to market performance.

**AG EC 641 Commodity Futures Markets**

Fall, weeks 8-14. 2 credits. Prerequisites: AG EC 411 and 415 or equivalents. Recommended: AG EC 640.

Lecs, T R 2:30-4:25. W. G. Tomek.

This course is primarily about markets for agricultural futures contracts. Emphasis is placed on price behavior on cash and futures markets and the relationships among prices.

These principles provide a foundation for a discussion of hedging, speculation, and public-policy issues.

**AG EC 652 Land Economics Problems**

Fall or spring. 1 or more credits. Limited to graduate students. Prerequisite: permission of instructor. S-U grades optional.

Hours to be arranged. D. J. Allee.

Special work on any subject in the field of land economics.

**AG EC 660 The World's Food**

Spring. 3 credits. S-U grades optional.

T R 12:20-1:40. T. T. Poleman.

Designed to introduce first-year graduate students to food economics and the linkages between food, population, and employment in developing countries. Among the topics considered are the extent of hunger, income and dietary change, control of population growth, and the outlook for feeding an eventual population of 10-12 billion.

**AG EC 665 Food and Nutrition Policy (also Nutritional Sciences 685)**

Spring. 3 credits. Prerequisites: CE&H 310 or 603 or ECON 313 or AG EC 415 or equivalent. Knowledge of multiple regression. S-U grades optional.

Lecs, M W 1:25-2:35. D. Sahn.

The course will identify the principal links between human nutrition, incomes, food consumption, and government action, with emphasis on developing countries. The process of policy formation and the role of economic analysis of food and nutrition information and surveillance in policy design, and evaluation will be analyzed. Methodologies for empirical data analysis of food and nutrition policy issues, along with approaches for linking macroeconomic and sectoral policies with household-level outcomes will be addressed.

**AG EC 694 Graduate Special Topics in Agricultural Economics**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department.

**AG EC 698 Supervised Graduate Teaching Experience**

Fall or spring. 1-3 credits. Total of 4 credits maximum during graduate program. Students must register with an Independent Study form (available in 140 Roberts Hall). Open only to graduate students. Undergraduates should enroll in AG EC 498. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Designed to give graduate students teaching experience through involvement in planning and teaching courses under the supervision of departmental faculty members. The experience may include leading discussion sections, preparing, assisting in, or teaching lectures and laboratories, and tutoring. Students are expected to actually teach at least one hour per week for each credit awarded. Students cannot receive both pay and credit for the same hours of preparation and teaching.

**AG EC 699 M.P.S. Research**

1-6 credits. Prerequisite: registration as an M.P.S. student. Credit is granted for the M.P.S. project report.

**AG EC 700 Individual Study in Agricultural Economics**

Fall or spring. Limited to graduate students. S-U grades optional. Credit, class hours, and other details arranged with a faculty member. This course is used for special projects designed by faculty members. More than one topic may be given each semester in different sections. The student must register in the section appropriate to the topic being covered; the section number is provided by the instructor.

**AG EC 708 Advanced Production Economics**

Fall. 3 credits. Prerequisite: AG EC 608, 710, or equivalents; ECON 509 is highly recommended. Offered alternate years.

Hours to be arranged. R. N. Boisvert. Theoretical and mathematical developments in production economics, with emphasis on estimating micro- and macro-production relationships, scale economies, technical change, factor substitution. Recent developments in flexible functional forms, duality and dynamic adjustment models are emphasized. Discussions of several other selected topics such as risk, supply response, and household production functions change from year to year based on student interest.

**AG EC 710 Econometrics I**

Spring. 4 credits. Prerequisite: matrix algebra and statistics (e.g., BTRY 417 and 601) sufficient to use G. Judge, et al., *Introduction to the Theory and Practice of Econometrics*, 2d edition, chapters 5ff.

Lecs, T R 2:30-4:25. W. G. Tomek. This intermediate-level course covers linear statistical models and associated estimators used in econometrics. Topics include dynamic and other stochastic regressor models, seemingly unrelated regression and simultaneous equation models, nonspherical error terms, and specification errors and misspecification tests. Students seeking an introduction to econometrics should take AG EC 411.

**AG EC 711 Econometrics II**

Fall. 4 credits. Prerequisite: AG EC 710 or equivalent. BTRY 417 recommended.

Lecs, T R 10:10-12:05. T. D. Mount. Coverage beyond that of Agricultural Economics 710 of linear regression models, including alternative methods of incorporating non-sample information and testing restrictions, diagnostic techniques for collinearity and influential observations, pooling data, stochastic coefficients, limited dependent variables and latent variables.

**AG EC 712 Quantitative Methods I**

Fall. 4 credits. Prerequisite: some formal training in matrix algebra. A course at the level of BTRY 417 is highly recommended.

Lecs, M W 8:00-9:55. R. N. Boisvert. A comprehensive treatment of linear programming and its extensions, including postoptimality analysis, goal programming, and the transportation model. Special topics in nonlinear programming, including separable, spatial equilibrium and risk programming models. Input-output models and their role in social accounting matrices and computable general equilibrium models are discussed. Applications are made to agricultural, resource, and regional economic problems.

**AG EC 713 Quantitative Methods II**

Spring. 4 credits. Prerequisites: ECON 509 and AG EC 710.

Lecs, W F 9:05-11. J. M. Conrad and T. D. Mount.

This course is concerned with the analysis and optimization of dynamic systems. Course objectives are to (1) present the basic theory of dynamical systems and dynamic optimization, (2) introduce associated methods of numerical and econometric analysis, (3) review some applications of dynamic analysis from various subfields in economics, and thereby (4) equip students with basic theory and methods to perform applied research on dynamic allocation problems.

**AG EC 717 Research Methods in Agricultural Economics**

Spring. 2 credits. Limited to graduate students.

M 1:25-3:20. D. G. Sisler and staff. Discussion of the research process and scientific method as applied in agricultural economics. Topics include problem identification, hypotheses, sources of data, sampling concepts and designs, methods of collecting data, questionnaire design and testing, field organization, and analysis of data. During the semester each student develops a research proposal that may be associated with his or her thesis.

**AG EC 730 Seminar on Agricultural Trade Policy**

Spring. 3 credits. Limited to graduate students. Prerequisites: AG EC 630. Offered alternate years.

Hours to be arranged. D. R. Lee. This course examines selected topics in the professional literature on agricultural trade policy and related topics, including trade liberalization, trade and environmental linkages, technological change and trade policy, and agricultural trade and development.

**[AG EC 731 Seminar on Agricultural Policy]**

Fall. 3 credits. Limited to graduate students. Offered alternate years. Not offered 1994-95.

T R 12:20-1:50. H. de Gorter. A review of the professional literature relating to agricultural policy issues and techniques appropriate to the analysis of such issues.]

**AG EC 740 Agricultural Markets and Public Policy**

Spring, weeks 1-7. 2 credits. Limited to graduate students. Prerequisite: familiarity with multiple regression techniques at the AG EC 411 level or higher. Recommended: AG EC 640.

T R 12:20-2:15. Staff. Develops the concepts and methodology for applying and analyzing the effects of public-policy directives to the improvement of performance in the U.S. food marketing system. Topics include a survey of industrial organization principles, antitrust and other legal controls, and coordination systems in agriculture.

**AG EC 741 Space, Trade, and Commodity Analysis**

Spring, weeks 8-14. 2 credits. Limited to graduate students. Recommended: AG EC 412 or equivalent and AG EC 640.

T R 12:20-2:15. J. Pratt. Principal topics are spatial micro-economics of the firm, spatial pricing and location decisions, the forms of spatial competition, and

quantitative methods for spatial analyses, which include techniques for finding spatial equilibria and selected network optimization algorithms.

**AG EC 750 Resource Economics**

Spring. 4 credits. Prerequisites: ECON 509 and 518, or AG EC 713.

Lecs, T R 2:30-4:20. J. M. Conrad. Optimal control and other methods of dynamic optimization will be used to study the allocation and management of natural resources.

**AG EC 751 Environmental Economics**

Fall. 4 credits. Prerequisites: ECON 509 and 518, or AG EC 713. S-U grades optional.

Lecs, T R 2:30-4:20. D. Chapman and staff. Economic theory will be applied to the problems of managing environmental quality. Static and dynamic models of externality, decisions to preserve or develop natural environments, and methods of valuation will be presented.

**AG EC 754 Sociotechnical Aspects of Irrigation (also Agricultural and Biological Engineering 754, and Government 644)**

Spring. 2 or 3 credits. S-U grades optional. W 7-9:30 p.m. M. Walter, N. Uphoff, and R. Barker.

Examines irrigated agriculture and its relation to agricultural development. Emphasis on social processes within irrigation systems and interactions with social setting, including political and administrative aspects. Provides an opportunity to examine systematically the institutional and organizational policy issues associated with the design and operation of systems of irrigated agriculture in developing countries.

**AG EC 763 Macro Policy in Developing Countries**

Spring. 3 credits. Prerequisites: ECON 509, 510, 513 (may be taken concurrently), or permission of instructor. Offered alternate years.

Lecs, T R 12:20-1:35. S. Kyle. This course examines macroeconomic policies in developing countries and their interaction with economic growth, development, and stability. Theoretical models useful for analysis of macro policies will be covered as well as an examination of empirical studies. Emphasis will be on research topics of current interest to students and professionals in the field, particularly those relating to the interaction of macro policy with micro and sectoral analysis.

## ANIMAL SCIENCE

H. F. Hintz, chair; B. J. Apgar, R. E. Austic, D. E. Bauman, D. H. Beermann, A. W. Bell, R. W. Blake, W. R. Butler, L. E. Chase, W. B. Currie, H. N. Erb, R. W. Everett, D. G. Fox, D. M. Galton, R. C. Gorewit, D. E. Hogue, P. A. Johnson, L. R. Jones, K. Keshavarz, W. G. Merrill, E. A. Oltenacu, P. A. Oltenacu, J. E. Parks, A. N. Pell, E. J. Pollak, R. L. Quaas, J. B. Russell, R. D. Smith, M. L. Thonney, D. R. Van Campen, P. J. Van Soest

**AN SC 100 Domestic Animal Biology I**

Fall. 4 credits. S-U grades optional.

Lec, M W F 9:05; sec, T W or R 2-4:25.

W. B. Currie, M. L. Thonney, and staff.

An introduction to the science of raising animals in the context of commercial animal production. Lectures and labs address the biology of economically important species (morphology, anatomy, and physiology) and application of the biology to the management of animals within major livestock industries. Topics covered include fundamentals of anatomy, regulatory mechanisms, vital systems, digestion, and metabolism. Students care for small numbers of cattle, sheep, pigs, and chickens in different phases of their life cycle to maximize hands-on contact. Living animals will be used noninvasively, and fresh organs and tissues from dead animals will be used in laboratories.

**AN SC 105 Contemporary Perspectives of Animal Science**

Spring. 1 credit. Limited to freshmen, sophomores, and first-year transfers.

T 1:25 or W 12:20. R. C. Gorewit.

A forum to discuss the students' career planning and the contemporary and future role of animals in relation to human needs.

**AN SC 110 Animals in Agriculture and Society**

Spring. 3 credits. S-U grades optional.

Lec, T R 12:20, lab T 2-4:25. D. E. Hogue.

Primarily for nonmajors who wish to gain a broad understanding of the role of domestic animals in human society from both an historical and a modern agricultural aspect. Laboratories include practical "hands-on" experiences and visits to the university farms. Proper animal care and management are emphasized.

**AN SC 150 Domestic Animal Biology II**

Spring. 4 credits. S-U grades optional.

Lec, M W F 9:05; lab/disc T W or R 2-4:25.

W. R. Butler and staff.

Second of a two-semester sequence (100/150) applying the basic biology of growth, defense mechanisms, reproduction, and lactation to aspects of the production of domestic animals. Fresh tissues and organs from dead animals will be used in laboratories.

**AN SC 212 Animal Nutrition**

Fall. 4 credits. Prerequisite: CHEM 104 or 208. Recommended: AN SC 100 and 150.

Lecs, M W F 10:10; lab, M T W R or F 1:25-4:25. A. W. Bell.

An introduction to animal nutrition, including digestive physiology and metabolism of livestock and other species; nutrient properties and requirements for different aspects of animal production; principles of feed evaluation and ration formulation. Laboratory classes include gastrointestinal tract dissections and a nutritional experiment performed on a laboratory or farm animal species.

**AN SC 213 Nutrition of Companion Animals**

Spring, weeks 1-7. 1 credit. Prerequisite: AN SC 212 or equivalent. Offered alternate years.

Lec W 7:30-9:25 p.m. H. F. Hintz.

Nutrition of companion animals, with emphasis on the dog and cat. Digestive physiology, nutrient requirements, feeding practices, and interactions of nutrition and disease.

**[AN SC 214 Nutrition of Exotic Animals**

Spring, weeks 1-7. 1 credit. Prerequisite: AN SC 212. Offered alternate years. Not offered 1994-95.

Lec W 7:30-9:30 p.m. H. F. Hintz.

Principles of nutrition for exotic animals including birds and fish. Nutrient requirements, sources of nutrients, feeding management systems, and ration formulation will be discussed. Signs of nutrient deficiencies and excesses will be described.]

**AN SC 215 Exotic Avian Husbandry and Propagation**

Spring, weeks 1-8. 1 credit. Limited to 100 students. Prerequisites: AN SC 100, 150 or Bio G 103, 104 or equivalent.

Lec M 7:30-9:25. J. Parks.

Natural history, care, management, health and breeding of exotic avian species with emphasis on psitticines (parrots and related species) and raptors (birds of prey). Lectures, demonstrations, and local field trips.

**AN SC 221 Introductory Animal Genetics**

Spring. 3 credits. Prerequisite: a year of college biology.

Lecs, T R 9:05; sec, T W R or F 2-4:25.

E. J. Pollak.

An examination of basic genetic principles and their application to the improvement of domestic animals, with emphasis on the effects of selection on animal populations.

**AN SC 230 Poultry Biology**

Spring. 3 credits. Prerequisites: AN SC 100 and 150 or introductory biology. Offered alternate years.

Lecs, T R 11:15; lab, M 2-4:25.

R. E. Austic.

A course designed to acquaint the student with principles of avian biology and their application in the various aspects of poultry production. Some laboratory sessions involve dissection and/or the handling of live birds.

**AN SC 250 Dairy Cattle**

Fall. 3 credits. S-U grade optional.

Lecs, T R 10:10; lab, M T or R 1:25-4.

D. M. Galton, K. Wagner.

Introduction to the background and scientific principles relating to dairy cattle production. Laboratories are designed to provide an understanding of production techniques. This course is a prerequisite for AN SC 351.

**AN SC 251 Dairy Cattle Selection**

Spring. 2 credits. Prerequisite: AN SC 250 or equivalent.

Lab, W 12:20-4:25. D. M. Galton.

Emphasis on economical and type traits to be used in the selection and evaluation of dairy cattle, including breeding programs that lead to greater genetic progress and herd profitability. Practical sessions include planned trips to dairy herds.

**AN SC 265 Horses**

Spring. 3 credits. Prerequisites: AN SC 100 and 150 or permission of instructor. S-U grades optional.

Lecs, T R 10:10; lab, R 1:25-4:25.

C. Collyer.

Selection, management, feeding, breeding, and training of light horses.

**AN SC 290 Meat Science**

Fall. 3 credits.

Lecs, T R 11:15; lab, M or R 12:20-3:20.

D. H. Beermann and staff.

An introduction to meat science through a study of the structure, composition, and function of muscle and its conversion to meat. Properties of fresh and processed meat, microbiology, preservation, nutritive value, inspection, and sanitation are also studied. Laboratory exercises include anatomy, meat-animal slaughter, meat cutting, wholesale and retail cut identification, processing, inspection, grading, quality control, and meat merchandising. An all-day field trip to commercial meat plants is taken.

**AN SC 300 Animal Reproduction and Development**

Spring. 3 credits. Prerequisite: AN SC 100-150 or equivalent and one year of introductory biology.

Lecs, M W F 10:10. J. Parks.

Comparative anatomy and physiology of mammalian and avian reproduction, with emphasis on domestic and laboratory animals. Fertilization through embryonic development, pregnancy, and growth to sexual maturity; emphasis on physiological mechanisms and application to fertility regulation. Separate laboratory offered to demonstrate fundamental aspects of reproduction and reproductive technology.

**AN SC 301 Animal Reproduction and Development Lab**

Spring. 1 credit. Prerequisite: AN SC 100-150 or equivalent. Concurrent enrollment in or completion of AN SC 300 required to register.

Labs, M W or F 1:25-4:25. Each lab limited to 30 students. J. Parks.

Demonstration of fundamental principles and applied aspects of mammalian and avian reproduction. A limited number of live animals will be used in some demonstrations. Dissection and examination of tissues from vertebrate animals will be included in selected laboratories.

**AN SC 305 Farm Animal Behavior (also BIOAP 312)**

Spring. 2 credits. Prerequisites: introductory course in animal physiology; at least one animal production course or equivalent experience is recommended. S-U grades optional.

Lec, T R 11:15. E. A. Oltenacu and K. A. Houpt.

The behavior of production species (avian and mammalian) influences the success of any management program. Students study behaviors relating to feeding, reproduction, and social interactions of domestic animals and their physiological basis. Management systems for commercial livestock production and their implications for animal behavior and welfare are stressed.

**AN SC 312 Applied Cattle Nutrition**

Spring. 4 credits. Prerequisites: AN SC 100 and 212 (or equivalent).

Lecs, M W F 10:10; lab, M 1:25-4:25 or T 9:05-12:00. D. G. Fox.

An applied approach to predicting nutrient requirements and feed utilization to meet requirements with wide variations in cattle



type, feed composition, and environmental conditions. Dairy cattle are emphasized. Nutrient management to minimize cost of production and environmental effects is discussed. Computer models are used in the laboratory to apply the information presented in lectures, including evaluation of feeding programs on case study farms.

#### **AN SC 321 Genetic Improvement of Animals**

Spring. 3 credits. Prerequisite: AN SC 221 or equivalent.

Lecs, M W 9:05; lab, R 1:25.

P. A. Oltenacu.

Translating genetic principles into effective breeding schemes is approached from the farm and industry perspectives in a decision-making framework. Current animal improvement strategies as well as potential systems incorporating new developments in reproductive biology and molecular genetics will be addressed in genetic and economic terms.

#### **[AN SC 330 Commercial Poultry Production]**

Spring. 2 credits. Prerequisites: AN SC 100, 150, and 230 or permission of instructor.

Offered alternate years. Not offered 1994-95.

F 2-4 (occasional field trips run past 4 p.m.). K. Keshavarz.

The course emphasizes production and business management aspects of commercial poultry farm operation and is designed to acquaint the student with current technology involved in commercial poultry production.]

#### **AN SC 341 Physiology of Lactation**

Spring. 3 credits. Prerequisite: AN SC 150 or AN SC 300 or equivalent.

Lecs, T R 9:05; lab, R 2-4:25.

R. C. Gorewit.

The physiology of milk production is covered with emphasis on mammary gland development, anatomy, hormonal control of milk secretion, and the biosynthesis of milk constituents. The dairy cow serves as the model system, but all livestock species are considered.

#### **AN SC 351 Dairy Herd Management**

Spring. 4 credits. Prerequisites: AN SC 250 or permission of instructor. Recommended: AG EC 302.

Lecs, M W F 11:15; labs, T 1:25-4:25 or R 9-12, and F (alternate weeks) 1:25-4:25.

D. M. Galton and staff.

Application of scientific principles to practical herd management with components of reproduction, milking, housing, records, and production economics. Laboratories emphasize practical applications, analyses of alternatives, decision making, field trips, and discussion.

#### **AN SC 360 Beef Cattle**

Spring. 3 credits. Limited to 32 students.

Lecs, T R 10:10; lab, W 2-4:25.

M. L. Thonney.

Emphasis is on the management of reproduction, nutrition, and selection in beef cattle enterprises. A cattle growth model is studied. Laboratories acquaint students with the management skills needed for a beef operation. Students are required to spend several days during the semester feeding and caring for cattle and observing calving.

#### **[AN SC 370 Pig Management and Biology]**

Fall. 3 credits. Recommended: AN SC 100.

S-U grades optional.

Lecs, T R 11:15; sec, T 2-4:25. Staff. Not offered 1994-95.

Lectures emphasize fundamentals in production and management and the biological basis for recommended practices and anticipated developments. An attempt is made to illustrate where management principles can be broadly applied to other large farm and companion animals. Labs apply principles discussed in lecture with emphasis on problem solving and extensive "hands-on" experience. Opportunity for extensive experience is provided through Pig Teaching and Research Farm.]

#### **AN SC 380 Sheep**

Fall. 3 credits.

Lec, T R 9:05; sec, W 1:25-4:25 every other week. D. E. Hogue.

The breeding, feeding, management, and selection of sheep from a production-system approach. Lectures and laboratories are designed to give students a practical knowledge of sheep production as well as the scientific background for improved practices.

#### **AN SC 392 Animal Growth Biology**

Fall. 2 credits. Not open to freshmen;

sophomores by permission of instructor only.

Prerequisites: one year of college biology and one course in animal or human physiology, AN SC 212 and 221.

Lec, R 1:25-3:25; sec, F 1:25-2:15.

D. H. Beermann and staff.

A detailed discussion of the anatomy and physiology of growth in domestic farm animals. Cellular aspects of tissue-growth patterns, their relationship to body composition, and measurement of growth and body composition will be discussed. Endocrine, genetic, nutritional, and pharmacological influences on growth, metabolism, and body composition will be emphasized.

#### **AN SC 400 Tropical Livestock Production**

Spring. 3 credits. Prerequisite: Upperclass standing.

Lecs, T R 9:05; disc W 1:25-3:20.

R. W. Blake.

An analysis of constraints on livestock production in developing countries of the tropics, economic objectives and risk, and production methods. Emphasis is on strategic use of animal and plant resources, animal performance with inputs restricted, decision making, and alternative systems of production. Principles, real examples, independent study projects, and classroom interactions will aid problem-solving efforts to improve food security.

#### **AN SC 401 Dairy Production Seminar**

Spring. 1 credit. Limited to juniors and seniors.

Disc, M 7 p.m. D. E. Bauman.

Students, with the help of faculty members, complete a study of the research literature on topics of current interest in the dairy industry. Students then make an oral and a written report on their topic.

#### **AN SC 402 Seminar in Animal Sciences**

Spring. 1 credit. Limited to juniors and seniors. May be repeated. S-U grades optional.

M 4:30. W. B. Currie and P. A. Johnson.

Review of literature pertinent to topics of animal science or reports of undergraduate research and Honors projects. Students present oral reports of their work for class discussion in addition to written reports.

#### **[AN SC 403 Tropical Forages]**

Spring. 2 credits. Limited to seniors and graduate students except by permission of instructor. Prerequisites: crop production and livestock nutrition. Offered alternate years. Not offered 1994-95.

Lecs, T R 12:20. P. J. VanSoest.

An overview of tropical grasslands, seeded pastures, and crop residues as feed resources; grass and legume characteristics; establishment and management of pastures; determination of feeding value forages and crop residues; physiology of digestion of ruminants that affects feeding behavior of various species; problems of chemical inhibitors in plants; and utilization of tropical forages as hay or silage.]

#### **AN SC 410 Principles of Animal Nutrition**

Fall. 3 credits. Prerequisites: biochemistry and physiology.

M W F 11:15. R. E. Austic and

D. E. Bauman.

A fundamental approach to nutrition focusing on the metabolism as well as the biochemical and physiological functions of the known nutrients. The basic principles of nutrition are elaborated with examples drawn from a broad range of animal species, including humans.

#### **AN SC 415 Poultry Nutrition**

Spring. 1 credit. Prerequisite: AN SC 410 or permission of instructor.

F 11:15. G. F. Combs, Jr.

A practical consideration of principles of nutrition applied to feeding poultry, including use of linear programming techniques in diet formulation.

#### **AN SC 420 Quantitative Animal Genetics**

Fall. 3 credits. Prerequisite: AN SC 221 or equivalent.

Lecs, T R 11:15; sec, W or R 2-4:25.

E. J. Pollak.

A consideration of problems involved in improvement of animals, especially farm animals, through application of the theory of quantitative genetics, with emphasis on selection index.

#### **[AN SC 425 Gamete Physiology and Fertilization]**

Fall. 2 credits. Limited to 50 students.

Prerequisite: AN SC 300 or equivalent.

Offered alternate years. Not offered 1994-95.

Lecs, R 2:30-4:25. J. Parks.

Study of the formation, growth, differentiation, and maturation of mammalian sperm and oocytes; gamete transport and interaction with male and female reproductive tracts; and cytological, physiological, and molecular changes required for fertilization. Lecture, discussion, and demonstration of selected aspects of gamete physiology and *in vitro* technologies such as oocyte maturation and fertilization.]

#### **AN SC 427 Fundamentals of Endocrinology**

Fall. 3 credits. Prerequisite: animal or human physiology or permission of instructor.

Lecs, M W F 9:05. P. A. Johnson.

Physiology and regulation of endocrine secretions. Neuroendocrine, reproductive, growth, and metabolic aspects of endocrinology are emphasized. Examples are selected from many animals, including humans.

**AN SC 430 Embryo Biotechnology**

Fall. 1 credit. Prerequisite: a course in reproductive physiology and permission of instructor at preregistration. Limited enrollment. Fee of \$50 includes books and supplies.

All day, 5 days during fall or to be arranged. R. H. Foote and X. Yang. Principles and practice of superovulation, freezing of embryos, in vitro fertilization, embryo collection, evaluation, embryo culture, micromanipulation, and transfer in cattle and rabbits. Embryo transfer may require surgery.

**AN SC 455 Dairy Nutrition and Health**

Fall. 3 credits. Prerequisite: AN SC 351 and permission of instructor.

Lecs, W F 12:20; lab, M or T 1:25-4:25; and F (alternate weeks) 1:25-4:25.

D. M. Galton, K. Wagner.

Application of scientific principles to practical herd management with components of nutrition and herd health. Laboratories emphasize practical applications, analyses of alternatives, decision making, field trips, and discussion.

**AN SC 456 Dairy Management Fellowship**

Spring. 2 credits. Limited to seniors. Prerequisites: AN SC 351 and 455, and permission of instructor. S-U grades only.

Hours to be arranged. D. M. Galton, K. Wagner.

The program is designed for undergraduates who have a sincere interest in dairy farm management. Objectives are to gain further understanding of the integration and application of dairy farm management principles and programs with respect to dairy farmers' objectives and methodology, to expand the concept of team approach in the development and implementation of management programs, and to gain further understanding of the role of research and industry in agriculture.

**AN SC 457 Livestock Fellowship**

Spring. 2 credits. Prerequisite: permission of instructor. S-U grades only.

F 1:00-4:25. D. E. Hogue.

A program for students with particular interests in meat animal production, beef cattle, sheep, and swine. Objectives are to gain a more thorough understanding of the production of these species and their integration in various farm management situations. Students will participate in extension education programs and have contact with representative livestock producers as well as the agribusiness organizations important to livestock production.

**[AN SC 490 Commercial Meat Processing**

Spring. 3 credits. Prerequisite: AN SC 290 or permission of instructor. Offered alternate years. Not offered 1994-95.

Lecs, T R 9:05; lab, T 1:25-4:25. Field trip to commercial meat processing plants.

D. H. Beermann.

A study of the classification, formulation, and production of commercially available processed meat products. Physical and chemical characteristics of meat and nonmeat ingredients; their functional properties; various processing methodologies; microbiology; packaging, handling, and storage; and quality assurance are discussed.]

**AN SC 494 Special Topics in Animal Science**

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**AN SC 496 Animal Sciences Honors Seminar**

Fall weeks 1-8. 1 credit. S-U grades only. Students must be accepted into the Animal Sciences Honors Program.

Disc, M 2:30-4. W. B. Currie.

The course is designed to provide information and guidance for students enrolled in the honors program in animal sciences and expecting to complete an honors thesis. The following topics will be presented and discussed: requirements and expectations of the honors program, formulating hypotheses, the scientific method, literature search techniques ethics in science, and scientific communication. Students are required to make verbal presentations.

**AN SC 497 Individual Study in Animal Science**

Fall or spring. 1-3 credits; may be repeated for credit. Intended for students in animal sciences. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Staff.

May include individual tutorial study or a lecture topic selected by a professor. Since topics may change, the course may be repeated for credit.

**AN SC 498 Undergraduate Teaching**

Fall or spring. 1 or 2 credits; 4 credits maximum during undergraduate career. Limited to students with grade-point averages of at least 2.7. Students must register with an Independent Study form (available in 140 Roberts Hall).

Designed to consolidate the student's knowledge. A participating student assists in teaching a course allied with the student's education and experience. The student is expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

**AN SC 499 Undergraduate Research**

Fall or spring. 6 credits maximum during undergraduate career. Not open to students who have earned 6 or more undergraduate research credits elsewhere in the college. Limited to juniors and seniors with grade-point averages of at least 2.7. Students must register with an Independent Study form (available in 140 Roberts Hall). Affords opportunities for students to carry out independent research under appropriate supervision. Each student is expected to review pertinent literature, prepare a project outline, conduct the research, and prepare a report.

**AN SC 600 Research**

Fall or spring. Credit to be arranged. S-U grades optional.

Hours to be arranged.

Faculty in the field of animal science.

**AN SC 601 Amino Acids (also Nutritional Sciences 601)**

Spring. 2 credits. Prerequisites: physiology, biochemistry, and nutrition. Offered alternate years.

Lecs, W F 12:20. R. E. Austic.

A course emphasizing the dynamic aspects of protein digestion and absorption, amino acid transport and amino acid and nitrogen metabolism, and their relationships to the requirements for, and nutritional interactions of, amino acids.

**AN SC 604 Vitamins**

Fall. 2 credits.

T R 10:10. G. F. Combs, Jr.

The biochemical, physiological, and clinical aspects of the vitamins presented in an interactive discussion-based format.

**AN SC 605 Forage, Fiber, and the Rumen**

Spring. 4 credits. Prerequisites: either general nutrition and biochemistry or permission of instructor. S-U grades optional. Offered alternate years.

M W F 12:20; disc, W 11:15 or F 1:25.

P. J. Van Soest.

Ruminant nutrition; lower-tract fermentation in monogastrics; nutritional biochemistry of forage plants, fiber, and cellulosic material.

**AN SC 610 Seminar**

Fall and spring. 1 credit. S-U grades only.

T 4:15. Department faculty.

**AN SC 613 Forage Analysis**

Spring. 2 credits. Prerequisite: permission of instructor. S-U grades optional.

Lab, R 2-4. P. J. Van Soest.

Chemical composition and nutritive evaluation of forage plants and related materials. The course includes a term paper summarizing results of independent laboratory study of either materials or methods.

**AN SC 619 Field of Nutrition Seminar**

Fall and spring. No credit. No grades given.

M 4:30. Faculty and guest lecturers.

Lectures on current research in nutrition.

**AN SC 620 Seminar in Animal Breeding**

Fall and spring. 1 credit. Limited to graduate students with a major or minor in animal breeding. S-U grades only.

Hours to be arranged.

**AN SC 621 Seminar: Endo/Reprod Biology**

Fall and spring. 1 credit. Prerequisites: Permission of instructor. Registration limited to graduate students. S-U grades only.

W 4:30. W. R. Butler and staff.

Current research in reproductive physiology is presented by staff members, graduate students, and visitors.

**AN SC 630 Bioenergetics/Nutritional Physiology**

Spring. 3 credits. Prerequisites: AN SC 410 and biochemistry or physiology, or permission of instructor. S-U grades optional. Offered alternate years.

Lec, M W F 10:10. A. W. Bell and D. E. Bauman.

An integrated systems approach to the nutritional physiology and energy metabolism of productive animals. Emphasis on extracellular regulation of tissue and organ metabolism of specific nutrients in relation to pregnancy, lactation, and growth. Critical discussion of techniques and approaches to the study of animal bioenergetics.

**AN SC 640 Individual Study in Animal Science**

Fall or spring. 1 or more credits. S-U grades optional.

Hours to be arranged. Staff.

Study of topics in animal science more advanced than, or different from, other courses. Subject matter depends on interests of students and availability of staff.

**AN SC 694 Special Topics in Animal Science**

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**[AN SC 720 Advanced Quantitative Genetics]**

Spring. 3 credits. Prerequisites: matrix algebra, linear models, and mathematical statistics. S-U grades optional. Offered alternate years. Not offered 1994-95.

Hours to be arranged. R. L. Quaas. Estimation of genetic and environmental parameters required to design efficient selection programs. Emphasis is given to interpretation of experimental and survey data with unequal subclass numbers, and prediction of genetic progress resulting from alternative selection methods.]

**Related Courses in Other Departments**

Introductory Animal Physiology (BIOAP 311)  
Introductory Animal Physiology Laboratory (BIOAP 319)  
Milk Quality (FOOD 351)  
Agriculture in the Developing Nations (INTAG 602)  
Lipids (NS 602)  
Basic Immunology, Lectures (BIOBM 305)  
Basic Immunology, Laboratory (BIOBM 307)

**BIOLOGICAL SCIENCES**

The program of study in biology is offered by the Division of Biological Sciences. For course descriptions, see the section on the Division of Biological Sciences.

**BIOMETRY AND STATISTICS**

C. E. McCulloch, chair; N. S. Altman, G. Casella, C. Castillo-Chavez, G. A. Churchill, S. J. Schwager, S. R. Searle

Courses in biometry and statistics are offered by the Biometrics Unit in the Department of Plant Breeding and Biometry.

**BTRY 102 Introduction to Biometry**

Fall. 3 credits. S-U grades optional. Prerequisites: ALS 115 or equivalent.

Lec, M W 11:15-12:05; lab, 2 hr. and 25 min. to be arranged. C. Castillo-Chavez. An introductory survey course in the use of mathematics, computing, and probability and statistics in the biological sciences. Case studies are used to develop the ideas of statistics, curve fitting, elementary matrix algebra, basic probability, and differentiation. Selected topics in differential and difference

equations and integration will also be covered. A symbolic mathematics and graphics package (e.g., Maple or Mathematica) will be taught and used throughout the course.

**BTRY 200 Statistics and the World We Live In**

Spring. 3 credits.

Lecs, T R 10:10-11:25; disc, 1 hr. to be arranged. Staff.

Major concepts and approaches of statistics are presented at an introductory level. Three broad areas are covered: collecting data, organizing data, and drawing conclusions from data. Topics include sampling, statistical experimentation and design, measurement, tables, graphs, measures of center and spread, probability, the normal curve, confidence intervals, and statistical tests.

**BTRY 215 Introduction to Statistical Methods**

Fall. 3 credits. Prerequisite: BTRY 200 is recommended for students with no prior experience in data collection and interpretation.

Lecs, M W F 11:15; lab, 50 min. to be arranged. R. W. Doerge.

Statistical methods are developed and used to analyze data arising from the biological sciences. Topics include point and confidence interval estimation, hypothesis testing, t-tests, correlation, simple linear regression, and analysis of variance and multiple regression. Statistical computing is taught and used throughout the course. Emphasis is on proper use of statistical methodology and interpretation of statistical analyses.

**BTRY 408 Theory of Probability**

Fall. 4 credits. Prerequisite: MATH 112, 122, or 192, or permission of instructor.

Lecs, M W F 10:10; disc, M 3:35-5. G. A. Churchill.

An introduction to probability theory: foundations, combinatorics, random variables and their probability distributions, expectations, generating functions, and limit theory. Biological and statistical applications are the focus. Can serve as either a one-semester introduction to probability or a foundation for a course in the theory of statistics.

**BTRY 409 Theory of Statistics**

Spring. 4 credits. Prerequisite: BTRY 408 or equivalent.

Lecs, M W F 10:10; disc, M 3:35-5. C. E. McCulloch.

The concepts developed in BTRY 408 are applied to provide an introduction to the classical theory of parametric statistical inference. Topics include sampling distributions, parameter estimation, hypothesis testing, and linear regression. Students seeking applied courses in statistical methodology should consider BTRY 601-602 or BTRY 215.

**BTRY 417 Matrix Algebra**

Fall. 3 credits. Prerequisite: precalculus mathematics.

Lecs, M W F 9:05; disc, M 1:25-3:10. C. E. McCulloch and S. R. Searle.

Definitions, basic operations and arithmetic, determinants, and the inverse matrix. Rank, linear dependence, canonical forms, linear equations, generalized inverses and eigenroots and vectors. Emphasis is on understanding basic ideas and on developing skills for applying matrix algebra.

**BTRY 451 Mathematical Modeling of Populations**

Fall. 3 credits. S-U grades optional. Prerequisites: MATH 111 and 112, or equivalent.

Offered alternate years. Not offered 1995-96. Lec, M W F 1:25-2:15.

C. Castillo-Chavez.

This course concentrates in the analysis and simulation of mathematical models, and it will focus in the study of models relevant to population genetics and population biology. Mathematical techniques that are relevant to these areas will be presented. The course will emphasize stochastic and deterministic models. Computer simulations and the use of mathematical packages will be an integral part of this course.

**BTRY 494 Undergraduate Special Topics in Biometry and Statistics**

Fall or spring. 1-3 credits. S-U grades optional.

Staff.

A course of lectures selected by the faculty. Because topics usually change from year to year, this course may be repeated for credit.

**BTRY 495 Statistical Consulting**

Spring. 2 credits. S-U grades only. Limited to undergraduates. Prerequisites or co-requisites: BTRY 409 and 602 and permission of instructor.

Lec, W 1:25-2:15 plus 1 hr. of consulting to be arranged. Staff.

Participation in the Biometrics Unit consulting service: faculty-supervised statistical consulting with researchers from other disciplines. Discussion sessions for joint consideration of selected consultations encountered during previous weeks.

**BTRY 497 Undergraduate Individual Study in Biometry and Statistics**

Fall or spring. 1-3 credits. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

Consists of individual tutorial study selected by the faculty. Because topics usually change from year to year, this course may be repeated for credit.

**BTRY 498 Undergraduate Supervised Teaching**

Fall or spring. 2 credits. S-U grades only. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

Students assist in teaching a course appropriate to their previous training. Students will meet with a discussion or laboratory section and regularly discuss objectives with the course instructor.

**BTRY 499 Undergraduate Research**

Fall or spring. 1-3 credits. S-U grades optional. Limited to statistics and biometry undergraduates. Prerequisite: permission of faculty member directing research. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

**BTRY 600 Statistics Seminar**

Fall or spring. 1 credit. S-U grades only. Sem, W 3-4:30. Staff.

**BTRY 601 Statistical Methods I**

Fall and summer. 4 credits. Limited to graduate students; others by permission of the instructor.

Lecs, M W F 12:20; lab, 1 hr. and 30 min. to be arranged. C. E. McCulloch.

Statistical methods are developed and used to analyze data arising from a wide variety of applications. Topics include descriptive statistics, point and interval estimation, hypothesis testing, inference for a single population, comparisons between two populations, one- and two-way analysis of variance, comparisons among population means, analysis of categorical data, and correlation and regression analysis. Interactive computing is introduced through MINITAB statistical software. Emphasis is on basic principles and criteria for selection of statistical techniques.

**BTRY 602 Statistical Methods II**

Spring. 4 credits. Limited to graduate students; others by permission of instructor. Prerequisite: BTRY 601 or equivalent.

Lecs, M W F 11:15; lab, 1 hr. and 30 min. to be arranged. Staff.

A continuation of BTRY 601. Emphasis is on the use of multiple regression analysis, analysis of variance, and related techniques to analyze data in a variety of situations. Topics include an introduction to data collection techniques; least squares estimation; multiple regression; model selection techniques; detection of influential points, goodness-of-fit criteria; principles of experimental design; analysis of variance for a number of designs, including multi-way factorial, nested, and split plot designs; comparing two or more regression lines; and analysis of covariance. Emphasis is on appropriate design of studies prior to data collection, and the appropriate application and interpretation of statistical techniques. For practical applications, computing is done with the MINITAB and SAS statistical packages.

**BTRY 603 Statistical Methods III**

Fall or spring. 3 credits. Prerequisite: BTRY 601 and 602 or permission of instructor. Offered alternate years. Offered Spring 1995. G. A. Churchill.

Categorical data analysis, including logistic regression, loglinear models, combining contingency tables, and applications to case control studies. Statistical aspects of survival analysis, and statistical analyses for clinical trials.

**[BTRY 604 Statistical Methods IV: Applied Design]**

Fall or spring. 3 credits. Prerequisites: BTRY 601 and 602 or permission of instructor. Offered alternate years. Not offered 1994-95. G. Casella.

Applications of experimental design including such advanced designs as split plots, incomplete blocks, fractional factorials. Use of the computer for both design and analysis will be stressed, with emphasis on solutions of real data problems.]

**[BTRY 605 Applied Regression Analysis]**

Fall, 1/3 of the term. 1 credit. Prerequisites: BTRY 409 and 602. Offered alternate years. Not offered 1994-95.

A continuation of BTRY 602, with emphasis on data analysis including logistic and nonlinear regression.]

**BTRY 606 Sampling Biological Populations**

Fall, 1/3 of the term. 1 credit. Prerequisite: BTRY 601 or equivalent. Offered alternate years. Not offered 1995-96.

S. J. Schwager.

Standard methods of sample-survey design and estimation are presented, including stratified random sampling, cluster sampling, double sampling, and variable probability sampling. Special emphasis given to methods of particular utility or specifically designed for biological sampling. Examples are taken from forestry, fisheries, and other biological areas.

**[BTRY 607 Nonparametric and Distribution-Free Statistical Methods]**

Spring, 1/3 of the term. 1 credit. S-U grades optional. Prerequisite: BTRY 601 or equivalent. Offered alternate years. Not offered 1994-95.

Staff.

Nonparametric and distribution-free alternatives to normal-theory testing procedures are presented: sign or rank tests for one or two populations; analyses for completely randomized and randomized blocks designs; comparisons among several means; correlation and regression; goodness-of-fit; and tests based on randomization of the data.]

**BTRY 639 Epidemiology Seminar (also Nutritional Sciences 639)**

Fall and spring. 1 credit, variable. S-U grades only. Permission of instructor.

Sem, M 12:20. Staff.

This course will develop skills in the preparation and interpretation of epidemiological data by discussing current research topics and issues.

**[BTRY 642 Advanced Mathematical Methods in Biometry and Statistics]**

Spring. 3 credits. S-U grades optional. Prerequisites: MATH 411 or 421, or equivalent. Offered alternate years. Not offered 1994-95.

Lecs, T R 12:20-1:50. C. Castillo-Chavez.

This advanced level course will cover classical mathematical methods that are useful in statistics, biometry, and biomathematics, with an introduction to MACSYMA. Topics include: Introduction to MACSYMA, complex numbers and their elementary properties, analytic functions, contour integration, special functions, asymptotic methods, generalized functions, and the Fourier transform. Techniques will be illustrated with examples drawn from statistics, biometry, and biomathematics.]

**[BTRY 651 Mathematical Population Studies and Modeling]**

Spring. 3 credits. S-U grades optional. Prerequisites: BTRY 408 and 417, or equivalent. BTRY 409 is recommended. Offered alternate years. Not offered 1994-95.

Lecs, T R 12:20-1:50. C. Castillo-Chavez.

Model formulation, parameter estimation, and mathematical analysis of stochastic and deterministic models in population dynamics. Emphasis will be put on the interactions between human demography and sociology (human behavior), and their relationship to disease dynamics of microparasitic and macroparasitic infections. The process of pair formation and dissolution and their impact on demography, sociology, and epidemiology will also be studied.]

**BTRY 662 Mathematical Ecology (also BIOES 662)**

Spring. 3 credits. Prerequisites: a year of calculus and a course in probability. Offered alternate years. Not offered 1995-96.

Lecs, M W F 12:20. Staff.

Mathematical and statistical analysis of populations and communities: theory and methods. Spatial and temporal pattern analysis, deterministic and stochastic models of population dynamics. Model formulation, parameter estimation, and simulation and analytical techniques.

**BTRY 681 Topics in Environmental Statistics**

Fall and spring. 2 credits. S-U grades optional. Prerequisite: BTRY 601 or permission of the instructor.

Lec, R 10:10-11:25. Staff.

This course is a discussion group focusing on statistical problems arising in the environmental sciences. These issues are explored in a number of different ways, such as student presentations of research papers, directed readings, and outside speakers.

**BTRY 694 Graduate Special Topics in Biometry and Statistics**

Fall or spring. 1-3 credits. S-U grades optional.

Staff.

A course of lectures selected by the faculty. Because topics usually change from year to year, this course may be repeated for credit.

**BTRY 697 Individual Graduate Study in Biometry and Statistics**

Fall, spring, or summer. 1-3 credits. S-U grades optional.

Staff.

Consists of individual tutorial study selected by the faculty. Since topics usually change from year to year, this course may be repeated for credit.

**BTRY 717 Linear Models**

Spring. 3 credits. S-U grades only. Prerequisites: BTRY 409 or equivalent and BTRY 417 and 602. Offered alternate years. Not offered 1995-96.

M W F 11:15. S. R. Searle.

Analysis of variance and estimation procedures for unequal-subclass-numbers data. Cell means models for the 1-way classification, nested classifications, and the 2-way crossed classification, both with and without interactions; introduction to multinomial variables and the distribution of quadratic forms. The general linear model (in matrix and vector form), estimable functions, and testable hypotheses. Overparameterized models, restricted models, multifactor cases, covariables, computing.

**[BTRY 718 Variance Components]**

Spring. 3 credits. S-U grades only. Prerequisite: BTRY 717. Offered alternate years. Not offered 1994-95.

S. R. Searle.

Several methods of estimating variance components are explained and compared: for balanced data (equal subclass numbers), the analysis of variance method; for unbalanced data (unequal subclass numbers), the three Henderson methods and the methods of maximum likelihood, restricted maximum likelihood, and minimum norm quadratic unbiasedness. Also included: estimation from mixed models, prediction of random variables, the dispersion-mean model, and computer package output for variance component estimation.]



**BTRY 795 Statistical Consulting**

Fall and spring. 2 credits. S-U grades only. Limited to graduate students.

Lec, W 1:25 and 1 hr. of consulting to be arranged. Staff.

Participation in the Biometrics Unit consulting service: faculty-supervised statistical consulting with researchers from other disciplines. Discussion sessions for joint consideration of selected consultations encountered by the service during previous weeks. Since consultations usually change from semester to semester, this course may be repeated for credit.

**BTRY 899 Research**

Fall or spring. Credit to be arranged.

S-U grades only. Limited to candidates for graduate degrees. Prerequisite: permission of the graduate field member concerned.

Research at the M.S. level.

**BTRY 999 Research**

Fall or spring. Credit to be arranged.

S-U grades only. Limited to candidates for graduate degrees. Prerequisite: permission of the graduate field member concerned.

Research at the Ph.D. level.

## COMMUNICATION

R. D. Colle, chair; N. E. Awa, B. O. Earle, G. Gay, C. J. Glynn, D. A. Grossman, J. E. Hardy, B. Lewenstein, A. Marshall, D. G. McDonald, R. E. Ostman, T. M. Russo, C. Scherer, D. F. Schwartz, M. A. Shapiro, P. Stepp, R. B. Thompson, M. Toor, L. VanBuskirk, W. B. Ward, S. A. White, J. P. Yarbrough

The middle and last digits of course numbers are used to denote specific areas:

- 00-09 Speech communication
- 10-19 Interpersonal communication
- 20-29 Mass communication
- 30-39 Visual communication and graphic design
- 40-49 Electronic media
- 50-59 Journalistic writing
- 60-66 Professional writing
- 67-69 Editing
- 70-79 Communication planning and strategy (advertising and public relations)
- 80-89 Research methods and interdisciplinary courses
- 90-94 Special topics and seminars
- 95-99 Individualized study

**COMM 116 Theories of Human Communication**

Spring or summer. 3 credits. Not open to first-semester freshmen. S-U grades optional.

Spring: lecs, M W 12:20; disc., F 12:20. Staff.

Designed to introduce students to the basic areas of study common in communication theory and research. Basic ideas and theories about language, interpersonal communication, small-group communication, nonverbal communication, organizational communication, and the mass media will be covered.

**COMM 120 Understanding Mass Communication**

Fall: lecs, M W 12:20; sec. 1, R 12:20, sec. 2, R 12:20, sec. 3, F 10:10; sec. 4, F 10:10, sec. 5, F 12:20, sec. 6, F 12:20. D. McDonald.

Mass communication and its impact. Emphasis on understanding contemporary mass communication through four approaches: the information revolution; living in the information society; contemporary research and theory; and implications of mass communication in understanding contemporary social issues.

**COMM 190 Communication Perspectives Seminar**

Fall. 1 credit. S-U grades optional.

Lec, M 1:25. B. O. Earle and staff.

Open to freshmen/transfer students in the Department of Communication. The course will provide an orientation to the department and university and serve as a forum to discuss contemporary and future roles of communication in society. Presentations by Cornell faculty and staff members, and by professionals in the field. Topics will be selected from areas such as new technology, constitutional and policy issues, career opportunities, professionalism and ethics, societal changes and implications.

**COMM 191 Topics in Communication**

Summer. 1-3 credits.

Hours to be arranged. Staff.

Study of topics in communication at lower-division level. Special emphasis on topics reflecting the expertise of visiting faculty available in summer session and on topics suitable for entry-level college students.

**COMM 201 Oral Communication**

Fall, spring, or summer. 3 credits. Each section limited to 24 students (fall and spring) or 15 students (summer). Preference given to sophomores, juniors, and seniors. Fluency in spoken English is assumed. Students missing the first two class meetings without university excuse are dropped so others may register. No student will be added or dropped after the second week of classes.

Disc, M W F 8; M 8 and W F 9:05; M 9:05 and W F 8; M W F 9:05; M 9:05 and W F 10:10; M 9:05 and W F 11:15; M 9:05 and W F 12:20; M W F 10:10; M 10:10 and W F 11:15; M F 11:15 and W 1:25; M F 12:20 and W 1:25; M 12:20 and W F 9:05; M 12:20 and W F 10:10; M W F 1:25; M T W 12:20; T R 9:05 and W 12:20; T R 10:10 and W 12:20; T R 10:10 and W 1:25; T R 11:15 and W 12:20; T R 11:15 and W 1:25; T W R 12:20; T W R 1:25; M 10:10 and T R 9:05; M T R 10:10. Some section times may be omitted in some semesters.

R. B. Thompson, T. Russo, M. Korcok, and staff.

Through theory and practice students develop self-confidence and competence in researching, organizing, and presenting material to audiences. Students give four graded speeches, write short papers, perform speaker evaluations, and engage in other speech-related activities.

**COMM 203 Argumentation and Debate**

Fall, spring, or summer. 3 credits.

T R 10:10-11:35. P. Stepp.

The student will learn the principles of argumentation and the rules of debate. Classroom debates on the CEDA national topic will provide experience in critical thinking, rapid organization of thoughts, employment of

research, and writing and speaking in a logical, persuasive manner.

**COMM 204 Effective Listening**

Fall, spring, or summer. 3 credits. Limited to 25 nonfreshman students per section. No students accepted or allowed to drop after the second week of classes.

Lec, M 1:25-2:40; sec., T, W, R, F 1:25-2:40, or R 2:50-4:05 (two evening prelims per semester). Staff.

Lecture and sections are used to present an analysis of the process of listening, to identify barriers to effective listening, and to develop students' listening skills. Topics include audiology, cultural contexts, intercultural communication, linguistics, therapeutic listening, and critical analysis of information. Students are involved in skill-building exercises and in writing self-analytical papers, as well as attending seminars.

**COMM 216 Communicating Interpersonally**

Fall, spring, or summer. 3 credits. Prerequisite: COMM 116 or permission of instructor.

Not open to freshmen. Communication sophomore majors are given first priority.

Lecs, T R 10:10-11:25. Staff.

The course emphasizes understanding the dynamics affecting interpersonal communication in personal, social, and professional circumstances. It addresses self-awareness, assertiveness, person perception, attraction, and conflict management. Instruction techniques include in-class exercises, assigned reading, class discussion and lecture, plus report of field observation and journal-keeping assignments.

**COMM 230 Visual Communication**

Fall. 3 credits. Limited to nonfreshmen and communication freshmen. Not recommended for design or art majors. Cost of individual project materials, \$20-\$30.

Lec, T R 9:05; computer lab 1, T 1:25-3:20, lab 2, R 10:10-12:05, lab 3, F 1:25-3:20, lab 4, F 10:10-12:05. Scherer.

A basic course in the use and importance of visual communication. Course focuses on objectives, audiences, and methods of visual production. Particular emphasis is placed on the visual communication of scientific and technical information. The laboratory concentrates on the use of computers for production of visual materials. Practical projects are assigned.

**COMM 232 Art of Publication**

Fall, spring, or summer. 3 credits. Each lab limited to 25 nonfreshman students. Students missing the first two classes without university excuse are dropped so others may register. Project materials cost \$50-\$75.

Fall and spring. M or W 1:25-4:25. M. Toor.

A basic course designed to explore visual concepts that increase communication effectiveness through the printed word. The importance of selecting and coordinating format, layout, typography, and illustrations is stressed. Lectures, in-class laboratory assignments, and outside projects examine opportunities and problems in publication design and desktop publishing.

**COMM 250 Newswriting for Newspapers**

Fall, spring, or summer. 3 credits. Limited to 25 students. Prerequisite: Major in communication, or permission of instructor. Keyboarding ability essential. Students missing first two classes without university excuse will be dropped.

Lec, R 1:25-2:20; lab, R 2:30-4:25, plus out-of-class writing assignments. Staff.  
Writing and analyzing news stories. A study of the elements that make news, sources of news, interviewing, writing style and structure, press problems, and press-society relations. Concentration on newswriting as it is practiced by newspapers in the United States. Two writing assignments each week, one done in class, one done out of class.

**COMM 272 Principles of Public Relations and Advertising**

Fall or summer. 3 credits. Preference given to ALS students. Not open to freshmen.

Lecs, M W F 12:20. Staff.  
Survey of the fields of public relations and advertising. Descriptions of organizations, jobs, and functions in the industry. The roles of public relations and advertising in society, the economic system, and organizations. Psychological and sociological principles as bases for appeals. Strategies for media selection and message execution. Introduction to research and regulation.

**COMM 280 Critical Thinking about Communication\***

Spring. 3 credits. Prerequisite: Comm 116, 120, and at least one writing or oral communication course. Communication majors only. Not open to freshmen. Communication sophomores given priority. Each section limited to 17 students.

T R 12:20-1:50; T R 2:30-4:00. Staff.  
Expanding upon conceptual knowledge gained in introductory communication courses, students will learn critical thinking in the context of communication topics, issues, problems, and questions selected annually by individual instructors. After learning, discussing, and practicing critical thinking, students will have an enhanced ability to create and sustain responsible dialogue, as well as to evaluate implications and applications of thought.

\*Pending approval by College Curriculum Committee

**COMM 284 Gender and Communication**

Spring. 3 credits. Not open to freshmen.  
M W F 2:30. L. VanBuskirk and staff.  
The course explores the construction of gender and personal, social, and economic implications of gender categories. Topics considered include history, social structures, personal relationships, nonverbal and mass communication. Distinctions among ways that the arts, mass media, social and historical forces, and intra- and interpersonal relationships communicate gender will be considered.

**COMM 301 Business and Professional Speaking**

Fall, spring, or summer. 3 credits. Prerequisite: COMM 201.

Lec, M 11:15; sec., T 2:30-4:25, W 11:15-1:10 or R 10:10-12:05. B. Earle.  
The study and practice of written and oral communication skills used in formal and informal organizations, including interviews, informative and persuasive speeches, reports, and discussions. Students exercise and enhance the organizational, analytical, and presentational skills needed in particular settings suited to their own business and professional careers.

**COMM 303 Advanced Public Address I**  
Fall and spring. 2 credits. Limited to 10-15 Program in Speech and Debate members only; permission of instructor and completion of one-year trial basis.

To be arranged. P. Stepp.  
The first course in a year-long sequence. Students prepare and present speeches not covered in introductory courses, including limited preparation events (e.g., extemporaneous speaking, in which one composes and presents a speech on current events within a 30-minute period); rhetorical criticism (students apply analytic tools to extant speeches to reveal their structure and intent); and special events, which typically involve unusual constraints upon the speaking situation. Students also do advanced work in informative and persuasive speech. Students prepare a minimum of four different kinds of speeches for tournament presentation.

**COMM 304 Oral Interpretation of Literature**

Fall or spring. 2 credits. Limited to 10-15 Program in Speech and Debate members only; permission of instructor and completion of one-year trial basis.

To be arranged. P. Stepp.  
Students consider the structures of literary works for intellectual and emotional content; practice the techniques of composing programs of prose, poetry, or drama for presentation; and develop the skills necessary to realize such programs in live performance. Students prepare a minimum of three different programs for tournaments.

**COMM 314 Small-Group Communication**

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: COMM 116 or permission of instructor.

T R 1:25-2:45. N. E. Awa.  
The course is designed to help students explore the dynamics of group interaction processes through exposure to small-group constructs and research and development of skills vital to application of principles to real life situations. The approach is eclectic, covering theories from such cognate fields as psychology, sociology, education, and organizational behavior. Students will learn experientially about groups by participating in group (problem solving) projects. Among the areas covered are the role of groups in contemporary society, leadership, decision making and problem solving techniques, conflict management and resolution, groups in business and industry, and team development.

**COMM 316 Rhetorical Theory**

Fall. 3 credits. Limited to 20 students. Communication majors have preference. Prerequisites: COMM 116 and 201 or permission of instructor.

M W F 1:25. R. Thompson.  
Considers current views of rhetoric in historical perspective. Shows how assumptions about communication both shape the worldview of the communicator and either aid or hinder the reaching of various communication goals. Treats historical figures briefly; focuses on contemporary thinkers such as Toulmin, Ong, Burke, Habermas, Foucault, Perelman, Richards, Kuhn. Second half of course taught in seminar format.

**COMM 342 Electronic Media**

Spring or summer. 3 credits. Limited to 18 communication majors. Prerequisite: COMM 120.

Lec, R 1:25; lab, R 2:30-4:25. T. Russo.

The techniques of audio and video message design and production. Emphasis on development of skills needed for the creation of effective audio/video production. Students complete exercises designed to develop specific competencies and work on productions from conception through completion.

**[COMM 346 Television Writing and Production Projects**

Fall. 3 credits. Limited enrollment. Permission of instructor required. Prerequisite: COMM 342. Preference given to communication majors. Not offered 1994-95.

Arranged. Staff.  
Video and audio production projects. Students gain experience in studio and field production. Course concentrates on developing a sense of project planning and production aesthetics. Production concentration is on producing full-scale information, documentary, or public affairs programs from development of the idea through research, scripting, planning, and production.]

**COMM 348 Video Communication**

Fall. 3 credits. Prerequisites: COMM 342, and/or permission of instructor.

R 1:25-4:25. S. A. White.  
An overview of video communication research and application, visual thinking and articulation as foundation for constructing messages using participatory approaches. Covers basics of interactive media. Hands-on team project, which integrates knowledge and skill in theory and practice. Students have access to camcorders and editing equipment. Emphasis is on use of video as a communication tool in organizations grounded in organizational and visual communication theory.

**COMM 350 Writing for Magazines**

Fall or spring. 3 credits. Limited to 25 juniors, seniors, and graduate students, or others with permission of instructor. No drops after third week. Extensive out-of-class writing assignments.

Fall: M 1:25-4:25, W. B. Ward; spring: T R 11:15-12:45. Staff.  
A course in nonfiction freelance writing for magazines. Intensive fact writing to help students communicate more effectively through the medium of the printed word in magazines. Art and techniques of good writing are studied; magazines in many fields of interest are reviewed. All articles are analyzed and returned to the student to rewrite and submit to a magazine.

**COMM 352 Science Writing for the Mass Media**

Fall. 3 credits. Not open to freshmen. Limited to 25 students. Prerequisite: one college writing course.  
Lecs, M W; 9:05. Lab, F to be arranged. B. Lewenstein.

How to write about science, technology, and medicine for the mass media. Discussion topics include accuracy, simplicity, comprehensiveness, risk communication, and the history and social structure of science. Writing assignments focus on writing news and feature stories for newspapers and magazines, with excursions into newsletters, radio, TV, and other media.

**COMM 354 Print Media Laboratory**

Fall. 3 credits. Limited to junior, senior, and graduate communication majors. Prerequisite: COMM 232, 250, or 350.

R 1:25-4:25. J. E. Hardy and staff.

Writing, editing, and layout principles practiced in publishing the Cornell Countryman. Some additional outside work will be required. Students will use microcomputers.

**COMM 356 Print Media Laboratory**

Spring. 3 credits. Limited to junior, senior, and graduate communication majors. Prerequisite: COMM 232, 250, or 350.

R 1:25–4:25. J. E. Hardy and staff. A continuation of Communication 354. Students will use microcomputers.

**COMM 357 Advanced Reporting**

Fall and spring. 3 credits. Limited to 12 juniors and seniors.

T 1:25–4:25. Staff.

A course in sophisticated reporting techniques for students with basic reporting and news writing skills. Students work independently on producing news stories of publishable merit. The emphasis is on information gathering, conducting document searches, document authentication, and identification of experts. Not open to graduate students.

**COMM 360 Scientific Writing for Public Information**

Fall and spring. 3 credits. Limited to 25 nonfreshman or graduate students per section. Prerequisite: one college-level writing course.

Fall: lec, M W F 9:05, J. E. Hardy and staff, T R 9:05 and W 11:15, T R 10:10 and W 12:20, J. E. Hardy and staff. Spring: M W F 9:05, J. E. Hardy and staff, T R 10:10 and W 12:20, J. E. Hardy and staff.

An intensive course in simplifying scientific and technical material for specific audiences within the general public. Weekly assignments include instructions, descriptions, explanations, and summaries in such formats as the newsletter, brochure, and report. Audience analysis will be emphasized. Not oriented to the mass media, or writing for scientists.

**COMM 363 Organizational Writing**

Fall, spring, or summer. 3 credits. Limited to 25 junior, senior, or graduate students per section. Prerequisite: any college-level writing course.

M W F 11:15 and 12:20. L. VanBuskirk, and staff.

Students write as members of different organizations, in the position of supervisor, subordinate, colleague, and representative of business, government, community, and other organizations. Emphasis on adapting tone to the audience and the purpose of the message. Weekly writing assignments include various kinds of internal and external reports, memoranda, proposals, and letters. Assignments based on the Exxon Valdez oil spill and other case studies.

**[COMM 365 Writing in the Sciences and Engineering]**

Summer only. 3 credits. Limited to 25 junior, senior, or graduate students per section. Prerequisite: any college-level writing course. Not offered 1994–95.

M W F 10:10. Staff.

Students write scientific or technical material for colleagues in their own field. The objective is clear, concise writing, with attention to grammatical construction, usage, paragraph development, and organization. Weekly writing assignments include scientific or technical instructions, descriptions of equipment and procedures, definition and explanation of concepts, graphic presentations and discussion of data, abstract and summary,

memorandum, research proposal, progress report, and research report.]

**COMM 368 Editing**

Spring. 3 credits. Limited to 25 junior, senior, or graduate students. Prerequisite: COMM 250, 350, 352, or 360.

W F 10:10–11:25. J. E. Hardy.

Students will follow the process that takes a manuscript from final draft to page proof. Emphasis will be on copy editing, proofreading, fitting copy, working with authors, making editorial decisions, and developing skill in critical reading. Appropriate for any student who expects to work with manuscripts or do editorial work.

**COMM 375 Communication Planning and Strategy I**

Spring. 3 credits. Limited to 35 juniors and seniors. Prerequisite: COMM 272 or permission of instructor.

Lec, T R 10:10–12:05. P. Yarbrough.

Theories that guide and influence the solutions to public relations and public information problems in agriculture, business, government, social welfare, and other organizations. Examination of the process of the formation of public opinion. Discussion of research techniques and communication tools used in communication planning, and fundamentals of developing a communication plan. Case studies and projects.

**[COMM 376 Communication Planning and Strategy II]**

Spring. 3 credits. Limited to 25 juniors and seniors. Prerequisite: COMM 375 or permission of instructor. Not offered 1994–95.

Lec and lab, T R 10:10–11:40. C. Glynn.

A continuation of Communication 375. Focus is on the development and implementation of actual communication campaigns. Students work closely with a community organization in designing and implementing a communication program.]

**COMM 380 Independent Honors Research in Social Science**

Fall or spring. 1–6 credits. Limited to undergraduates who have met the requirements for the honors program.

B. Lewenstein.

**COMM 382 Methods of Communication Research**

Spring. 3 credits. Limited to 20 junior, senior, or graduate communication majors; others by permission of instructor. Prerequisite: COMM 116 or 120 or permission of instructor.

Spring: M W 12:20, sec. 01, W 1:25–3:20, sec. 02, F 10:10–12:05. P. Yarbrough.

An analysis of the methods used in communication research. Emphasis on understanding the rationale for survey, textual, experimental, and ethnographic research methods. Development of class research project from research question to final report. Computer use of Statistical Package for the Social Sciences (SPSS) to assist in data analysis. Familiarity with basic statistical concepts helpful. Lectures concurrent with COMM 682 to promote interaction and learning across levels.

**COMM 402 Advanced Argumentation and Debate II**

Fall and spring. 2 credits. Limited to 10–15 Program in Speech and Debate members; permission of instructor required.

To be arranged. P. Stepp.

The second course in a year-long sequence that considers formal argumentation through lectures, readings, and practical exercises

including computer-aided case research, the construction of affirmative and negative debate cases, preparation of briefs, and participation in intercollegiate tournaments. The second semester places additional emphasis on argumentative and on general theories of argumentation.

**COMM 403 Advanced Public Address II**

Fall and spring. 2 credits. Limited to 10–15 Program in Speech and Debate members; permission of instructor required.

To be arranged. P. Stepp.

The second course in a year-long sequence. Students prepare and present speeches not covered in introductory courses, including limited preparation events (e.g., extemporaneous speaking, in which one composes and presents a speech on current events within a 30-minute period); rhetorical criticism (students apply analytic tools to extant speeches to reveal their structure and intent); and special events, which typically involve unusual constraints upon the speaking situation. Students also do advanced work in informative and persuasive speech. Students prepare a minimum of four different kinds of speeches for tournament presentation.

**COMM 405 Communication and Leadership Challenge: Enrichment through Involvement**

Fall and spring. 2 credits. Limited to 10–15 Program in Speech and Debate members; permission of instructor required.

To be arranged. P. Stepp.

Students share their communication and leadership talents in structured experiences of help to others. They design and implement speech or debate projects for the benefit of one or more groups in our increasingly diverse population. Our students could create instructional modules with accompanying instructional materials for use in area schools and for local CATV and could appear at area public schools to demonstrate and teach their particular skill.

**COMM 410 Organizational Behavior and Communication**

Fall or summer. 3 credits. Labs limited to 15 junior, senior, or graduate students. Prerequisite: COMM 116 or equivalent.

Lec, T R 12:20; sec 01, W 12:20–2:15; sec. 02, R 2:30–4:25. D. Schwartz.

Study of management and leadership in formal organizations with emphasis on the psychology of communication between supervisor and employee; examination of formal and informal communication networks, and interpersonal communication in an organizational context. Case studies analyzed in lab. Lectures concurrent with COMM 510; graduate students should enroll in COMM 510.

**COMM 411 Leadership from a Communication Perspective**

Fall and spring. 3 credits. Limited to 30 students.

T R 12:20–2:15. P. Stepp and B. Earle.

Leadership is a product of human communication. Leadership competence can be increased by increasing communication competence. Leadership theories, particularly transformational leadership will be studied, and gender/minority responsive leadership will be stressed. Practical application will include leadership exercises and observation of leaders.

**COMM 416 Psychology of Communication**

Fall. 3 credits. Prerequisite: COMM 116, introductory psychology, or permission of instructor.

T R 10:10-11:25. N. E. Awa.

An advanced multidisciplinary study of psychological and sociological primary source materials that have influenced the development of communication theories and paradigms. Topics include rhetoric and persuasion, power of language in advertising and social communication, behaviorism and social learning theories, attitudes and behavior, personal interaction, and effectiveness of messages. Students are expected to develop critical thinking skills for analyzing the work of major communication theorists.

**[COMM 418 Communication and Persuasion]**

Spring. 3 credits. Prerequisite: COMM 116 and 120 or introductory psychology or social psychology, COMM 382 or other introductory research methods course. Not offered 1994-95.

M W F 11:15 (one evening mid-semester prelim). M. Shapiro.

The course focuses on theories of communication influence on persuasion and attitude change. Students will become familiar with a variety of social-psychological theories of attitude change and persuasion. Those theories also will be applied to a variety of communication situations including mass communication, advertising, public relations/public information, and interpersonal communication. Lectures concurrent with COMM 618; graduate students should enroll in COMM 618.]

**COMM 420 Public Opinion and Social Processes**

Fall. 3 credits. Prerequisite: COMM 382; limited to seniors.

T R 10:10-11:25. C. Glynn.

The course provides an overview of the theoretical and applied literature related to the concept "public opinion." Students investigate how public opinion is perceived and acted upon by society. Relationships between public opinion, communication and social psychological variables are examined. Public opinion is studied using current theoretical and practical applications. Analysis and interpretation of public opinion polls and trends in public opinion on specific issues. Lectures concurrent with COMM 620. Graduate students should enroll in COMM 620.

**COMM 421 Communication and the Environment**

Spring. 3 credits. Limited to 20 junior, senior, or master's students or permission of the instructor.

T R 10:10-11:25. C. Glynn.

Students will investigate how values, attitudes, social structure, and communication affect public perceptions of environmental risk and public opinion about the environment. A primary focus will be mass media's impact in public perceptions of the environment, how the media portray the environment, and discussion of the implications of public consumption of environmental content.

**COMM 422 Psychology of Television**

Fall. 3 credits. Prerequisites: Introductory psychology and COMM 120; COMM 382 or other introductory research-methods course.

M W F 12:20 (one evening mid-semester prelim). M. Shapiro.

A survey of knowledge about the psychological influence of television and other audiovisual communication technologies. Topics may include: the history of concerns about television and movies, who watches television and why, how people understand and mentally process television, how television influences thinking and emotions, the effects of various forms (including entertainment, news, and advertising), the future forms of mass media including multimedia and virtual reality. Lectures concurrent with COMM 622; graduate students should enroll in COMM 622.

**COMM 426 Ethics in the Media**

Fall. 3 credits. Prerequisites: COMM 120 or permission of instructor.

Lecs. T R 9:05-10:35. L. Van Buskirk.

Course will examine the moral questions of deception, trade-offs in public vs. private interests, and manipulation in the context of specific issues arising in the daily operation of the media. Students will read or view cases, usually in advance of class, in preparation for discussion. In addition, there will be assigned readings in moral philosophy and ethics as background for case discussion. Requirements for the course are two papers, due mid-term and at the end of the semester. Students from disciplines outside communication are encouraged to enroll.

**COMM 428 Communication Law**

Spring. 3 credits. Limited to junior, senior, and graduate students; others by permission of the instructor.

M W F 11:15. D. A. Grossman.

A practical survey of the law governing mass media, primarily for those working in the field. Coverage includes restraints on news gathering and publication, privacy, defamation, copyright, broadcast and cable regulation, access, and other issues of current interest.

**COMM 439 Interactive Multimedia: Design and Research Issues**

Fall. 3 credits. Prerequisite: permission of instructor.

Lec. T 10:10-1:10. G. Gay.

An overview of interactive multimedia technologies (videodisc, CD-ROM, digital video technologies, computer graphics, and text). Course will focus on theories and research applicable to interactive multimedia such as visualization, learner control, mental models, knowledge representations, and information processing. Course will also emphasize interactive multimedia design, application, and evaluation.

**COMM 460 Video Communication I: Basic Concepts and Theory, Planning, and Participatory Production**

Summer only. 2 credits. Fee: \$50.00.

T R 9:00-4:00. S. White.

The course focuses on understanding video as a tool in development communication. Hands-on instruction covers use of the video portapak and editing systems. Participants produce videotapes emphasizing the power of images, video for individual feedback, group process observation, and process intervention for individual and community development.

**COMM 461 Video Communication II: Video for Development/Social Intervention**

Summer only. 3 credits. Prerequisite: COMM 460 or equivalent. Fee: \$50.00.

M W F 10:00-1:00. S. White and staff.

The use of video in participatory message construction within the context of development. In addition to classroom instruction, participants work as production teams with "grass-roots" groups to create a videotape design to meet a development objective.

**[COMM 465 Scientific Rhetoric]**

Spring. 3 credits. Not offered 1994-95.

T 2:30-4:30, discussion to be arranged.

B. Lewenstein, P. Dear.

Exploration of the development of scientific discourse since the Scientific Revolution, with special emphasis on understanding the rhetorical purposes served by differing forms and techniques both in historical context and in contemporary science. Readings will include classics from Newton, Darwin, Einstein, and others, along with representative samples of more routine scientific communications. Students will prepare brief reports and mid-term and final papers.]

**COMM 466 Public Communication of Science and Technology**

Fall. 3 credits. Limited to 15 students.

Prerequisite: Comm 352 or 360, or Engineering 350, or permission of instructor.

W 1:25-4:25. B. Lewenstein.

Explore the structure, meanings, and implications of "public communication of science and technology" (PCST). Examine the contexts in which PCST occurs, look at motivations and constraints of those involved in producing information about science for nonprofessional audiences, analyze the functions of PCST. Tie existing ideas about PCST to general communication research, and learn how to develop new knowledge about PCST. Course format is primarily seminar/discussion.

**COMM 487 Communication, Mood, and Emotion**

Fall. 3 credits. Prerequisites: COMM 382 or equivalent.

M W F 1:25. D. McDonald.

An examination of theory and research on communication and emotion. The course consists of the following seven areas: defining mood and emotion, tactics for investigation, emotion and cognition, mood and emotion as communication effects, communication as consequence, communication and mood management, and enduring issues. Lectures concurrent with COMM 687; graduate students should enroll in COMM 687.

**COMM 494 Special Topics in Communication**

Fall, spring, or summer. 1-3 credits variable. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Study of topics in communication not otherwise provided by a department course and determined by the interest of the faculty and students.

**COMM 496 Internship**

Fall, spring, summer, and intersession. 1-3 credits. Students must apply no later than the spring pre-course enrollment period for a fall internship or the fall pre-course enrollment period for a spring or summer internship. Prerequisites: Limited to communication juniors or seniors, 3.0 average in communica-



tion courses, and approval of academic advisor. S-U grades only.

Arranged. Staff.

Structured, on-the-job learning experience under supervision of communication professionals in a cooperating organization. Maximum of 6 credits total may be earned; no more than 3 per internship but flexibility allows 6 for 1 credit each, 3 for 2 credits each, or 2 for 3 credits each. Internships must be approved in advance by the student's academic adviser and must be supervised by a communication professional in fields of public relations, advertising, publishing, or broadcasting. Minimum of 60 on-the-job hours per credit required.

#### **COMM 497 Individual Study in Communication**

Fall or spring. 1-3 credits; may be repeated to 6 credits with a different supervising faculty member. Prerequisite: 3.0 cumulative average. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

Group or individual study under faculty supervision. Work should concentrate on locating, assimilating, synthesizing, and reporting existing knowledge on a selected topic. Attempts to implement this knowledge in a practical application are desirable.

#### **COMM 498 Communication Teaching Experience**

Fall or spring. 1-3 credits; may be repeated to 6 credits with different courses. Limited to juniors and seniors. Intended for undergraduates desiring classroom teaching experience. Prerequisite: 3.0 cumulative average (2.7 if teaching assistant for a skill development course) and permission of the faculty member who will supervise the work and assign the grade. Students must register with an Independent Study form (available in 140 Roberts Hall).

Hours to be arranged. Staff.

Periodic meetings with the instructor cover realization of course objectives, evaluation of teaching methods, and student feedback. In addition to aiding with the actual instruction, each student prepares a paper on some aspect of the course.

#### **COMM 499 Independent Research**

Fall or spring. 1-3 credits; may be repeated to 6 credits. Limited to seniors and graduate students. Prerequisite: 3.0 cumulative average. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

Permits outstanding students to conduct laboratory or field research in communication under appropriate faculty supervision. The research should be scientific: systematic, controlled, empirical. Research goals should include description, prediction, explanation, or policy orientation and should generate new knowledge.

#### **COMM 510 Organizational Behavior and Communication**

Fall. 3 credits. Limited to seniors and graduate students. COMM 116 suggested.

Lecs, T R 12:20; sec, W 3:00-5:00.

D. Schwartz.

Study of management and leadership in formal organizations with emphasis on the psychology of communication between supervisor and employee; examination of formal and informal communication networks,

and interpersonal communication in an organizational context. Communication audit for a local organization conducted in section. Lectures concurrent with COMM 410; students in COMM 510 must enroll in the 3:00-5:00 W section and will have more advanced readings and exams.

#### **COMM 610 Seminar in Organizational Communication**

Spring. 3 credits. Prerequisites: COMM 410/510 or one course in organizational behavior.

T R 12:20-2:15. D. Schwartz.

Examination of contemporary research on the social psychology of interpersonal communication in organizations including supervisor-employee relations, leadership style, work motivation, organizational socialization, and formal and informal communication networks.

#### **COMM 611 Communication for Renewal and Change**

Fall. 3 credits. Prerequisite: Graduate or senior status and permission of instructor.

M 1:25-4:25. S. White.

Experiential course focuses on the individual's need to reflect on experiences with interpersonal, intra group communication processes to understand human communications in an organization. Concepts and variables critical to participatory organizational development, renewal and change. Experiences are grounded in theory and research, relevant to understanding human behavior and communication in organizational contexts.

#### **COMM 612 Intercultural and Development Communication**

Fall. 3 credits.

T 1:25-4:25. N. E. Awa.

The course traces the imprint of culture in its effects on communication between people and groups from different backgrounds and assesses the role of communication in programs of social change and development. The first part of the course deals with perception, language, beliefs, attitudes, and world view (or what we bring to intercultural transactions) from a multidisciplinary social science perspective. The second part focuses on communication (interpersonal, and mass and traditional media) in technology transfer in agriculture, education, family planning, nutrition, and the like. The subtleties and complexities of nonverbal codes are explored and barriers to effective listening in intercultural trade and business broached.

#### **COMM 616 Interpersonal Communication**

Spring. 3 credits. Limited to graduate students in communication; others by permission of instructor.

M W 10:10-12. N. E. Awa.

The seminar explores foundational theories and principles of interpersonal communication as well as theories and methods in the newly emerging area of social cognition. Together, these groups of theories seek to explain human communicative behavior in a variety of settings through understanding of the cognitive processes and mental activities that undergird such behavior. In addition to theory, students will engage in experiential learning activities designed to provide balance between principles and practice. Topics covered include: the nature, structure, and functions of interpersonal communication; expectancy formation and development; stereotyping and attribution; perception, attention and memory; and the cognition-behavior relationship.

#### **[COMM 618 Communication and Persuasion**

Spring. 3 credits. Limited to graduate students. Prerequisites: introductory research methods or statistics. Not offered 1994-95.

M W F 11:15 (one evening mid-semester prelim). M. Shapiro.

The course focuses on theories of communication influence or persuasion and attitude change. Students will become familiar with a variety of social-psychological theories of attitude change and persuasion. Those theories also will be applied to a variety of communication situations including mass communication, advertising, public relations/public information, and interpersonal communication. Graduate students will meet weekly (by arrangement) and will complete additional readings and assignments. Taught concurrently with COMM 418.]

#### **COMM 620 Public Opinion and Social Processes**

Fall. 3 credits. Limited to seniors and graduate students.

T R 10:10-11:25. C. Glynn.

The course provides an overview of the theoretical and applied literature related to the concept "public opinion." Students investigate how public opinion is perceived and acted upon by society. Relationships between public opinion, communication, and social psychological variables are examined. Public opinion is studied using current theoretical and practical applications, analysis and interpretation of public opinion polls, and trends in public opinion on specific issues. Taught concurrently with COMM 420. Graduate students will complete additional readings and assignments.

#### **COMM 622 Psychology of Television**

Fall. 3 credits. Limited to seniors or graduate students. Prerequisites: introductory research methods or statistics.

M W F 12:20 (one evening mid-semester prelim). M. Shapiro.

A survey of knowledge about the psychological influence of television and other audiovisual communication technologies. Topics may include the history of concerns about television and movies, who watches television and why, how people understand and mentally process television, how television influences thinking and emotions, the effects of various forms (including entertainment, news, and advertising), and future forms of mass media including multimedia and virtual reality. Taught concurrently with COMM 422. Graduate students will meet weekly (by arrangement) and will complete additional readings and assignments.

#### **COMM 624 Communication in the Developing Nations**

Fall. 3 credits. Open to seniors and graduate students.

Lec, R 1:25-4:25. R. D. Colle.

The role of communication in development programs, particularly in Third World nations. Emphasis is on communication interventions in agriculture, health, nutrition, family planning and community development, and especially on methods for designing communication strategies for reaching low-income, rural people. Among the approaches considered are extension, social marketing, and development support communication.

**COMM 625 Communication for Social Change**

Summer only. 3 credits. Fee: \$50.00.

T R 9:00-1:00. Staff.

A survey of international communication problems and perspectives on social change, with a special focus on the Third World. Concentration on critical issues of communication policy and planning at local, national, and international levels. Extensive use of case studies.

**COMM 626 Impact of Communication Technologies**

Fall. 3 credits. Open to seniors.

W F 12:20-2:15. P. Yarbrough.

A study of emerging technologies of communication, such as computer-based information systems and satellites and their potentials for influencing communication processes and social systems. Also examines the impacts of previous communication innovations from cave painting to television.

**COMM 640 Social Design of Communication Systems**

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

T 12:20-3:20. G. Gay.

Course will focus on the design of computer interfaces and software from the user's point of view. The goal is to teach user interface designs that "serve human needs" while building feelings of competence, confidence, and satisfaction. Topics include formal models of people and interactions, collaborative design issues, psychological and philosophical design considerations, and cultural and social issues.

**[COMM 665 Scientific Writing for Scientists]**

Summer only. 3 credits. Prerequisites: research in progress and permission of instructor. Not offered 1994-95.

T R 8:30-9:55. Staff.

Workshop for students with research in progress. Discussion and lectures on writing a journal article, thesis, report, and proposal; on objectives in scientific writing, relation of rhetoric and linguistics to scientific writing, process of publication and reviewing, and preparation of tables and illustrations; and on advanced and special problems in organization, paragraph development, sentence structure, and usage.]

**COMM 676 Communication Planning and Strategy**

Spring. 3 credits. Primarily for graduate students but open to seniors.

T R 10:10-12. C. Scherer.

Seminar in the planning of communication activities for the support of directed social-change programs. Examines communication and social theories, case studies, and planning models. Participants produce a comprehensive communication plan designed to solve a significant (real) communication problem. Case studies and discussion focus on communication problems from nutrition and health, rural development programs, marketing, nonformal education programs, and corporate and government public information campaigns.

**COMM 680 Studies in Communication**

Fall. 3 credits. Limited to graduate students in communication; others by permission of instructor.

M W 9:05-10:45. Staff.

A review of classical and contemporary readings in communication, including key

concepts and areas of investigation. An exploration of the scope of the field, the interrelationships of its various branches, and an examination of the role of theory in the research process.

**[COMM 681 Seminar in Psychology of Communication]**

Spring. 3 credits. Prerequisite: graduate students in communication; others by permission of instructor. Not offered 1994-95.

Lecs, T 3:35-4:25 and R 2:30-4:25.

M. Shapiro.

An introduction to theory and research in the mental processes of the communicating individual. Discussions and readings may include how individuals process and remember communication information, how communication information is used in decision processes, how motivation influences processing of mass communication information, and how attitudes form and change.]

**COMM 682 Methods of Communication Research**

Spring. 3 credits. Limited to graduate students.

M W 12:20, sec. F 12:20-2:15.

P. Yarbrough.

An analysis of the methods used in communication research. Emphasis on understanding the rationale for survey, textual, experimental and ethnographic research methods.

**COMM 683 Quantitative Research Methods in Communication**

Spring. 3 credits. Prerequisite: COMM 682 or equivalent.

Lec, M 12:20-3:30. D. McDonald.

Practical experience in quantitative social science research techniques. Course topics include design and measurement, data collection, data preparation, data analysis and hypothesis testing, and interpretation of results. Secondary analyses of available data sets are conducted within each topic area. The course provides an introduction to the use of several common statistical software packages.

**COMM 684 Qualitative Methods in Communication Research**

Spring. 3 credits.

W 12:20-3:30. R. E. Ostman.

This course explores the nature of communication research and the place of qualitative methods in that research. Through readings, discussions, and papers, students will examine the various techniques of qualitative research, gaining both an introduction to those methods and an appreciation of when those methods are appropriate for addressing particular issues in communication.

**COMM 685 Training and Development: Theory and Practice (also Education 685, International Agriculture 685)**

Spring and summer. 4 credits. Charge for materials, \$45.

Lec, F 9:05-12:05; lab, 1 hour per week, to be arranged. R. Colle, D. Deshler, M. Ewert.

Analysis, design, conduct, administration, and evaluation of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and leaders of national and local rural and agricultural development programs. Materials focus on programs in the U.S. and abroad,

with greater emphasis on "developing" nations.

**COMM 687 Communication, Mood and Emotion**

Fall. 3 credits. Limited to seniors and graduate students. Prerequisites: COMM 382 or equivalent.

M W F 1:25. D. McDonald.

An examination of theory and research in the area of communication and emotion. The course consists of the following seven areas: defining mood and emotion; tactics for investigation; emotion and cognition; mood and emotion as communication effects; communication and consequences; communication and mood management; and enduring issues. Taught concurrently with COMM 487. Graduate students will meet weekly (by arrangement) and will complete additional readings and assignments.

**COMM 688 Participatory Communication for Research and Development**

Summer only. 3 credits. Prerequisites:

Qualitative research or graduate-level communication course and/or permission of instructor.

Lecs, T R 1:00-5:00; disc, arranged 2 hours/week. S. White.

Conceptual framework and theoretic rationale for utilizing participatory approaches in communication and research for rural development and social action. Case examples and video documentation from India, Africa, Latin America. Focus is on problem-solving approaches in communication and use of video as a communication tool for enhancing people's participation in the development context.

**COMM 693 Seminar: Topics in Communication**

Fall and spring. No credit. S-U grades only.

To be arranged. Staff.

Some weeks scholars from a wide variety of fields will present varied topics in theory or research as it relates to communication; other weeks graduate students will present thesis (project) proposals to faculty and peers.

**COMM 694 Special Topics in Communication**

Fall, spring, or summer. 1-3 credits variable. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged.

Study of topics in communication not otherwise provided by a department course and determined by the interest of the faculty and students.

**COMM 710 Methods of Communication Analysis in Organization(s)**

Spring. 3 credits. Prerequisite: Comm 610 or equivalent and one graduate level course in organizational behavior.

M W 3:35-5:05. D. Schwartz.

Methods for analyzing communication structure and processes in organizations with emphasis on communication network analysis and forms of intervention research such as communication audits and employee attitude surveys.

**COMM 792 Advanced Communication Studies**

Fall or spring. 3 credits. Limited to communication graduate students. May not be repeated. Students must use the faculty member's section number to register.

Graduate faculty.

Independent studies and projects are carried out in conjunction with selected undergraduate courses.

#### **COMM 794 Seminar in Communication Issues**

Fall, spring, or summer. 1-3 credits.

Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Small group study of topical issue(s) in communication not otherwise examined in a graduate field course.

#### **COMM 797 Graduate Independent Study**

Fall, spring, or summer. 1-3 credits.

Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Individual study concentrating on locating, assimilating, synthesizing, and reporting existing knowledge on a selected topic.

#### **COMM 798 Communication Teaching Laboratory**

Fall and spring. 1-3 credits each semester.

May be repeated once. Limited to graduate students. Prerequisite: permission of the faculty member who will supervise the work and assign the grade. Students must use the faculty member's section number to register.

Graduate faculty.

Designed primarily for graduate students who want experience in teaching communication courses. Students work with an instructor in developing course objectives and philosophy, planning, and teaching.

#### **COMM 799 Graduate Research**

Fall, spring, or summer. 1-3 credits.

Prerequisite: appropriate communication graduate course work or permission of instructor.

Hours to be arranged. Graduate faculty.

Small-group or individual research based on original, empirical, data-based designs regarding topical issues in communication not otherwise examined in a graduate field course.

#### **COMM 899 Directed Graduate Study**

Fall or spring. 3-6 credits. S-U grades only.

Students must use the faculty member's section number to register.

Graduate faculty.

## EDUCATION

H. D. Sutphin, chair; A. L. Berkey, W. S. Carlsen, J. Confrey, D. Deshler, J. A. Dunn, J. R. Egner, D. M. Ewert, J. H. Gould, E. J. Haller, D. E. Hedlund, J. McGonigal, J. Millman, D. H. Monk, J. D. Novak, D. Peasley, S. Piliero, G. J. Posner, R. E. Ripple, D. E. Schrader, K. A. Strike, D. J. Trumbull

#### **EDUC 005 Basic Review Mathematics**

Fall. 3 credits (this credit is not counted toward the 120 credits required for the degree). Primarily for entering students.

Fall: M W F 8:00, 9:05. S. Piliero.

Introduction to concepts necessary for success in EDUC 115 and basic statistics courses. Topics include problem solving, factoring rational expressions and equations, linear and quadratic functions, trigonometry and logarithms. Considerable emphasis is placed on learning to learn mathematics for understanding and on comprehending word problems.

#### **EDUC 115 Introductory College Mathematics**

Fall or spring. 4 credits.

Lecs, M W 11:15 or 12:20; labs, R 8-9:55, 10:10-12:05, 12:20-2:15, 2:30-4:25, or F 8-9:55, 10:10-12:05, 12:20-2:15. S. Piliero.

Designed to give students with sound high school mathematics backgrounds a unified treatment of the basic concepts of college algebra, trigonometry, and geometry. Considerable emphasis is placed on the concept of function, graphing, problem solving, and applications. Contextual problems and the multi-representational tool Function Probe© are used to enhance students' mathematical understanding.

#### **EDUC 120 Education for Empowerment**

Spring. 1-3 credits.

T R 2:30-4. M. Ewert, J. Egner, J. Dunn.

A modular course, with each module spanning 5 weeks for 1 credit. Common themes running through the modules include human learning, teaching strategies, political/social/economic factors affecting education. The course provides an opportunity to sample different areas of study and to gain knowledge and awareness of one's own educational processes.

#### **EDUC 210 Psychology of Learning and Memory**

Fall. 3 credits. Prerequisite: introductory psychology.

M W F 10:10. J. A. Dunn.

This course deals with contemporary theories of learning, issues in the study of learning, and application of the principles of learning to the management of teaching and learning. Practical applications of research findings will be emphasized. One or more experimental projects and the use of microcomputers will be required.

#### **[EDUC 211 Psychology of Individual Differences**

Fall. 2-3 credits. S-U option available.

Prerequisite: introductory psychology. Not offered 1994-95.

M W F 12:20. J. A. Dunn.

An introductory course focused on basic concepts in the psychology of individual differences applicable to the teaching/learning process. Topics include: intelligence, personality, motivation, cognition, memory, psychological testing, and measurement.]

#### **EDUC 212 Psychological Foundations of Education**

Spring. 2-3 credits. S-U option available.

Prerequisite: introductory psychology.

W 2-4:25. J. A. Dunn.

A lecture/discussion survey of the psychological foundations of educational practice. Topics include the selective contributions of developmental, social, and experimental psychology, including instructional technology, to American education.

#### **EDUC 240 The Art of Teaching**

Fall and spring. 3 credits.

T 2:30-4:25 or W 2:30-4:25. 2-hour fieldwork to be arranged. Enrollment limited. Not open to freshmen.

J. R. Egner, G. J. Posner, and Staff.

This course is designed for all students interested in finding out more about teaching. Students engage in field experiences to find out what teaching involves. Possible field experiences range from large group to tutorial situations, from preschool to adult education, from traditional school subject matters to recreational and vocational areas, and from

school-based to nonformal situations. Class work builds on those experiences and provides skills and concepts to make the field experiences more profitable.

#### **EDUC 247 Instructional/Informational Application of Microcomputers and Related Technologies**

Fall or spring. 2-3 credits. Not available to students who have completed ABEN 102 or NR 107.

R 2:30-3:20; lab to be arranged.

D. Peasley.

This course provides an introduction to instructional/information applications and strategies for using microcomputers and related technologies in public and private education and in the private sector. The course also helps students learn to use technologies to enhance their college studies. Wordprocessing, spreadsheets, databases, hypertext, development of electronic database searching, electronic networking, communications and desktop publishing are covered. Module A (1 credit) is the first seven weeks of the semester, focused on Macintosh technology. Module B (1 credit) is the second seven weeks, focused on IBM-compatible and related technologies. For Module C (1 credit) students propose and complete an approved special project related to the class.

#### **EDUC 271 Sociology of Education**

Fall. 3 credits. Limited enrollment.

S-U grades optional.

T R 10:10-11:30. E. J. Haller.

An introduction to the sociological study of schooling and education. Topics include the effects of social factors on educational achievement, the norms and values learned as part of the process of schooling, the relations between students and teachers, and the school's relations to the economic and political systems. All levels of education, from elementary school to the university, are considered.

#### **EDUC 302 Observing Science and Math Instruction**

Spring. 3 credits. Prerequisite: enrollment in a teacher education program or permission of instructor.

W 2-4:25. W. S. Carlsen and A. Solomon.

The study of a variety of methods for recording and understanding science and mathematics teaching and learning. By reading and conducting research from a variety of analytic/interpretive paradigms, students will approach the familiar world of the secondary classroom with fresh perspectives. The course will include a final project that involves observing and evaluating a case of teaching. Students enrolled in teacher education programs will be expected to focus on their own teaching for the final project.

#### **[EDUC 310 Psychology of Instructional System Design**

Fall. 2-3 credits. Prerequisite: EDUC 210 or permission of instructor. Not offered 1994-95.

M W 11:15, hour to be arranged.

J. A. Dunn.

The course reviews the relevance of theories of learning and issues in the study of learning to the technology of instruction. Various examples of instructional systems will be considered. Student projects and laboratory exercises will be required.]

#### **EDUC 311 Educational Psychology**

Fall. 3 credits. Prerequisite: introductory psychology. S-U grades optional.

Fall: M W F 11:15. D. E. Schrader.

This course applies psychological concepts to educational settings such as schools with a focus on understanding the interaction between people, context and knowledge, schools and other learning environments, and education as a social, moral and interpersonal enterprise that respects differences between individuals. This course is designed to foster effective teaching and learning in various educational contexts.

#### **[EDUC 312 Learning to Learn]**

Spring. 3 credits. Prerequisite: one or more courses in psychology or educational psychology. Not offered 1994-95.

T R 9:05. J. D. Novak.

This course is intended for persons interested in the improvement of their learning strategies and the application of new ideas and methods to improve educational programs. Lectures and discussions are based on assigned readings and the contributions of class members. The major focus of the course is how and why concepts play a central role in human learning. Concept mapping and other strategies for educating will be used. Students will apply principles and methodologies in a project related to their interests.]

#### **[EDUC 317 Psychology of Adolescence]**

Spring. 3 credits. Prerequisite: introductory psychology. S-U grades optional. Not offered 1994-95.

M W (Fridays to be arranged) 11:15.

D. E. Schrader.

This course surveys the nature of adolescent cognitive, social, moral, and self-development. Theories of adolescence are examined in the context of real-life experiences of adolescents using case analysis as a methodological tool. Educational implications will be discussed for both formal and informal settings.]

#### **[EDUC 331 Careers in Agriculture, Extension, and Adult Education]**

Fall. 1-3 credits. Letter grade only.

Lec, M 2-4:25; lab to be arranged.

D. Deshler, D. Foster, and J. Gould.

This course will offer modules in three areas of teaching: Adult Education, Cooperative Extension, and Agricultural Education. Each module will offer one hour of credit, and students may take one or more of the modules. The course will provide a historical perspective and an introduction to the organization and scope of programs for each module. Students will examine career opportunities and characteristics of the professions addressed by each module. Course activities include field observations and experiences during arranged times.

#### **[EDUC 332 Instructional Methods in Formal and Non-formal Education]**

Spring. 3 credits.

M 2-4:25 and F 12:20-1:10. J. Gould.

Selection, practice, and evaluation of methods in formal and non-formal education will be stressed. The course will focus on both general teaching strategies and methodology unique to teaching in schools and non-formal settings. Course activities include micro-teaching and field experience during arranged times.

#### **[EDUC 335 Youth Organizations]**

Spring. 3 credits.

Lecs, T R 10:10; lab to be arranged

J. H. Gould.

The role of selected youth organizations in providing educational experiences for youth. Factors affecting membership, purposes,

design, operation, and administration are surveyed, emphasizing the roles an adult volunteer leader may play. The course is designed to give students an in-depth, learning-by-doing experience of how youth organizations function. Field experience with a recognized youth organization is required.

#### **[EDUC 352 Reading Statistics]**

Fall or spring. 1 credit. Prerequisite for spring: concurrent registration in EDUC 353.

Fall: T 12:20; spring: T R 8:30-9.

J. Millman.

An introduction to statistical vocabulary and symbolism frequently used in reporting empirical research in education and other social sciences. Students are taught how to comprehend statistical terminology and results.

#### **[EDUC 353 Introduction to Educational Statistics]**

Spring. 3 credits. Enrollment limited to 40 students. Prerequisite: EDUC 352 or concurrent registration, or permission of instructor.

T R 9:05-11. J. Millman.

A study of common univariate and multivariate statistical procedures encountered in educational and psychological inquiry. Meaning of concepts and mastery of course content is emphasized; computational details are not. Microcomputers are used extensively in class to develop understanding of the properties of statistical indices.]

#### **[EDUC 370 Issues in Educational Policy]**

Spring. 3 credits.

T R 10:10-11:30. K. A. Strike.

An examination of selected policy issues in current education. Included are such topics as equality of educational opportunity; student, parent, and teacher rights; and educational politics. Issues are treated from legal, sociological, and economic perspectives. Meets group C requirements for College of Agriculture and Life Sciences.

#### **[EDUC 378 Political Economy of Education]**

Fall. 3 credits. S-U grades optional.

T R 12:20-2. D. H. Monk.

A policy oriented examination of educational systems with an emphasis on political and economic perspectives. Attention will be paid to both external and internal aspects of educational activities. Specific topics will include the changing contributions of education to earnings, school-community relations, power within educational organizations, the impact of technology in the workplace and in classrooms, and the sources and impact of educational costs. A variety of education settings will be examined including higher education and non-formal education.

#### **[EDUC 380 Independent Honors Research in Social Science]**

Fall or spring. 1-6 credits. Limited to students who have met requirements for the honors program. S-U grades optional. A maximum of 6 credits may be earned in the honors program.

#### **[EDUC 401 Our Physical Environment]**

Fall. 3 credits. Prerequisite: permission of instructor. Charge for laboratory supplies, approximately \$7.

T 1:25-4:25. V. N. Rockcastle.

A practical, relatively nonmathematical study of some basic relationships and physical interactions in the environment, with emphasis on physics and earth science.

Attention is paid to analysis for understanding and techniques for teaching. An individual research project is included. Useful for teachers, environmental educators, and those for whom physical science seems difficult or uninviting.

#### **[EDUC 402 Knowing and Learning in Science and Mathematics]**

Fall. 4 credits. Prerequisite: enrollment in science and math certification program or permission of instructor.

W F 2:30-4:25. D. J. Trumbull.

Students examine both current notions in the history and philosophy of science that explain how knowledge within a discipline develops and current theory and research that examines the individual's acquisition of knowledge. This material serves as a basis for students' individual research projects investigating neophytes' knowledge of science and mathematics concepts. All students enrolled must complete fieldwork. Fieldwork will comprise a minimum of three hours a week in an appropriate educational setting.

#### **[EDUC 403 Observing and Teaching Science and Math]**

Spring. 4 credits. Prerequisites: Enrollment in a Cornell teacher education program or permission of the instructor.

W F 3:15-5:15. William S. Carlsen.

Designed for prospective secondary teachers, this course provides a multiple-perspectives orientation to the culture of schools and the work of teaching science and mathematics. Students spend 6-8 hours each week observing in area schools. Students also plan and teach innovative lessons in the scheduled teaching laboratory. Readings and discussions concern models of instruction, teacher knowledge, educational equity and tracking, and classroom language.

#### **[EDUC 411 Introduction to Educational Measurement]**

Fall. 3 credits.

T R 9:05-10:20. J. Millman.

Presents practices and theories of the measurement of human knowledge and performance. Students will be expected to acquire the practical skills of planning and constructing tests for a variety of purposes, interpreting and using test results, evaluating commercially available instruments, and the like. Students will also be expected to discuss intelligently a myriad of social, ethical, legal, and technical issues associated with educational testing. One course in statistics or concurrent registration in Education 352 is recommended but is not required.

#### **[EDUC 413 Psychology of Human Interaction]**

Fall. 3 credits. Enrollment limited. Prerequisite: permission of instructor. Fee, \$5.

T R 10:10-12:05. D. E. Hedlund.

Designed to develop skills for, and understanding of, effective interpersonal communication and interaction. Appropriate for students in the helping professions, education, and areas involving management of human resources.

#### **[EDUC 414 Counseling Psychology]**

Spring. 4 credits. Limited to 30 students. Prerequisites: introductory psychology, social or personality psychology, and EDUC 413.

T R 10:10-12:05. D. E. Hedlund.

The processes of counseling are examined from various theoretical perspectives. Typical adult counseling issues are examined, and



implications are drawn for counseling strategies with an adult population, including psychological assessment, establishing therapeutic goals, intervention strategies, and evaluation of outcomes.

#### **EDUC 420 Field Experience**

Fall or spring. 1-4 credits. S-U grades optional. Undergraduates must attach to their course enrollment material written permission from the faculty member who will supervise the work and assign the grade.

Staff.

Students may engage in planned, semiprofessional, or professional practice in an educational enterprise. Each student prepares a plan of action including rationale, purposes, and procedures and arranges with a faculty member to supervise and evaluate the field experience.

#### **EDUC 430 Special Problems in Agricultural Education**

Fall, spring, or summer. 1-3 credits. S-U grades optional.

Fall and summer: hours to be arranged; spring: T 8. A. L. Berkey and H. D. Sutphin.

An opportunity to study individually selected problems in agricultural education.

#### **EDUC 432 Teaching Agriculture: Methods, Materials, Practice**

Fall. 9 credits. Prerequisites: EDUC 332 and concurrent registration in EDUC 430 and 497.

M T W R F 8-3. A. L. Berkey and staff.

Directed participation in teaching agriculture at the secondary school level. Program includes a five-day intensive on-campus period and periodic seminars addressing selected methods and materials in teaching agriculture, combined with a 14-week period in an off-campus student teaching center. Includes evaluation of area resources, instructional materials and facilities, planning and executing instruction, directing work experience, and advising youth organizations.

#### **[EDUC 445 Curriculum Design Workshop]**

Fall. 3 credits. Not offered 1994-95.

T R 10:10-11:30. G. J. Posner.

A general practical approach to course planning. Readings, group discussions, workshops, and individual conferences centering on each student's project. This project consists of designing a course in a subject area for an age level and an institutional setting of the student's choosing.]

#### **EDUC 472 Philosophy of Education**

Fall. 3 credits.

T 2:30-4:25. K. A. Strike.

A study of central issues in the philosophy of education. Questions of ethics, political philosophy, and the theory of knowledge are examined and linked to current educational issues.

#### **EDUC 475 Epistemology and Teaching**

Spring. 3 credits. Letter grade only.

T R 3:30-4:45. K. A. Strike.

This course emphasizes the critical examination of recent debates in philosophy of science concerning the nature of scientific knowledge and scientific inquiry. It applies these inquiries to such questions as the organization of curricular materials, the nature of effective science teaching, and the role of scientific knowledge in the deliberations of a liberal democracy.

#### **EDUC 477 Law and Educational Policy**

Fall. 3 credits.

M 2:30-4:25. K. A. Strike.

A study of recent federal court decisions concerning education. Emphasis on examining legal issues against a background of related educational issues and in terms of the consequences of legal decisions for the development and operation of educational institutions.

#### **EDUC 481 Educating for Community Action**

Spring. 3 credits.

M 1:25-4. M. Ewert.

The design and execution of educational aspects of community-action and nonformal education programs. Deals with the identification and statement of educational goals, selection of teaching strategies, and evaluation of outcomes.

#### **EDUC 483 Comparative Studies in Adult Education**

Spring. 3 credits. S-U grades optional.

W 7:30-10:30 p.m. D. Deshler.

Focuses on the variety of adult-education programs in countries around the world. Literature on comparative adult education, international conferences on adult education, UNESCO adult-education publications, and international community development are analyzed in relationship to each student's exploration of adult education in two countries. Description of adult education in other countries is shared by international students.

#### **EDUC 494 Special Topics in Education**

Fall or spring. 4 credits maximum.

S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

#### **EDUC 497 Individual Study in Education**

Fall or spring. 1-3 credits. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

A student may, with approval of a faculty adviser, study a problem or topic not covered in a regular course or may undertake tutorial study of an independent nature in an area of educational interest.

#### **EDUC 498 Undergraduate Teaching**

Fall or spring. 1 or 2 credits; 4 credits maximum during undergraduate career. Limited to students with grade-point averages of at least 2.7. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

Participating students assist in teaching a course allied with their education and experience. Students are expected to meet regularly with a discussion or laboratory section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

#### **EDUC 499 Undergraduate Research**

Fall or spring. 6 credits maximum during undergraduate career. Not open to students who have earned 6 or more undergraduate

research credits elsewhere in the college. Limited to juniors and seniors with grade-point averages of at least 2.7. Students must register with an Independent Study form (available in 140 Roberts Hall).

Staff.

Affords opportunities for students to carry out independent research under appropriate supervision. Each student is expected to review pertinent literature, prepare a project outline, conduct the research, and prepare a report.

#### **EDUC 501 Communication Workshop**

Summer and intersession. 2 credits. S-U grades optional.

Lecs, M-F 9-12 and 1-4. Class meets six hours a day for five days. M. D. Glock.

The course focuses on skills enabling individuals to cope with such concerns as motivation, dealing with difficult persons, criticizing productively, improving comprehension, adjusting to different learning styles, and communicating with the public. Practice is coordinated with theory and research findings. The ongoing dynamics of the course necessitate intense participation over a period of time, not provided by regularly scheduled fifty-minute class periods. Additional auto-tutorial lab time is scheduled. Appropriate for anyone who works with people.

#### **EDUC 513 Interpersonal Interaction**

Summer. 1-2 credits.

1-week course. Hours to be arranged.

D. Hedlund.

Designed to develop skills for an understanding of effective interpersonal communication and interaction. Appropriate for students in the helping professions, education, and areas involving management of human resources. A workshop design is required for the second credit. Participants must bring a tape recorder to class.

#### **EDUC 547 Improvement of College Teaching**

Summer. 2 credits.

1-week course, hours to be arranged.

J. D. Novak.

Concepts of teaching, learning, curriculum, and governance are used to guide practical activities that enhance faculty competence. Recent studies of concept mapping and learning, structure of knowledge, science teaching, adult learning, and evaluation provide a conceptual basis for improving teaching.

#### **EDUC 601 Secondary Science and Mathematics Teaching Practicum**

Fall or spring. 3 credits. Prerequisite: permission of instructor. Letter grades only. For graduate students enrolled in the Teacher Education in Science and Mathematics program.

M T W R F 8-3. Staff.

Supervised student teaching in science or mathematics at the secondary level. Program includes teaching in a local school for ten weeks.

#### **EDUC 602 Teaching Science/Mathematics: Methods, Materials, Practice**

Fall. 9 credits. Prerequisite: concurrent enrollment in EDUC 601 or permission of instructor.

M F 9-12 and 1-3, first 5 weeks; last 10 weeks to be arranged. G. Posner, and staff.

The course begins with five weeks of intensive consideration of theoretical

frameworks relevant to all aspects of student teaching. Assignments and a weekly seminar during the next ten weeks require students to use those theories to develop and evaluate teaching materials and practices. Students will complete an extensive portfolio documenting their work.

**[EDUC 603 Teaching Mathematics]**

Spring. 3 credits. Offered alternate years. Not offered 1994-95.

T R 10:10-11:25. J. Confrey.  
Current research in mathematics education will be examined in order to develop a picture of the mathematics classroom that integrates subject matter, student conceptions, affective variables, and issues in the social context of learning mathematics. Special topics will include research on problem solving, women and mathematics, misconceptions, and research on teaching.]

**[EDUC 606 Seminar in Science and Mathematics Education]**

Fall. 1 credit. S-U grades only. Not offered 1994-95.

R 4:30. Staff.  
Explores topics in science and mathematics education. The focus of the seminar changes each year.]

**EDUC 609 Educational Ethnography**

Spring. 3 credits. Prerequisite: course in research methods or measurement or permission of instructor.

M W 2:30-4. D. J. Trumbull.  
The course will study educational ethnography as a form of interpretive research, a perspective that attends to the complex interactions between researcher, researched, and context and accepts the centrality of meaning-making in the conduct of human affairs. Students will examine some of the philosophical debates about research approaches and will discuss research methods as they relate to the aims and assumptions of interpretive research. Students will conduct a joint research project during the course of the semester.

**EDUC 611 Educational Psychology**

Fall. 3 credits. Prerequisite: introductory psychology. S-U grades optional.

M W F 11:15. R. E. Ripple.  
A basic survey course for graduate students. Emphasis on psychological factors involved in human learning and the educational process. Set in a broad-based conceptual model of any behavioral setting for learning. A life span developmental approach is used, appropriate for those seeking an introduction to educational psychology or a refresher course in contemporary educational psychology.

**[EDUC 613 Theory and Methods for Education]**

Fall. 3 credits. Prerequisite: EDUC 311 or 611 or permission of instructor. Not offered 1994-95.

T R 9:05. J. D. Novak.  
Presents a coherent theory of education combining concepts from philosophy, psychology of learning, curriculum, and instruction. New educational methods, including concept mapping and clinical interviews, will be presented. Students will gain competence by applying concepts and methods in projects related to their interests. Classes include discussion of student-initiated questions and use of videotape to analyze educational techniques.]

**EDUC 614 Epistemological Development and Reflective Thought**

Fall. 3 credits. S-U grades optional.

M 12:20-2:15; 1 hour to be arranged.  
D. E. Schrader.  
Insight into how individuals make sense of knowledge is essential to teaching and learning. This course examines theories of intellectual development and their implications for educating students of various age groups, particularly college students. The role of reflection on thinking (metacognition) and its impact on development of thought is explored.

**[EDUC 615 Self and Interpersonal Development and Education]**

Spring. 3 credits. S-U grades optional. Not offered 1994-95.

Lec, M 12:20-2:15; 1 hour to be arranged.  
D. E. Schrader.  
Interpersonal interactions affect teaching and learning. This course takes a life-span perspective as it explores constructive-developmental theories of self and others, and how such theories explain students' understanding of their own and others' actions in educational contexts.]

**EDUC 620 Internship in Education**

Fall or spring. 1-6 credits. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for supervising the work.  
Staff.

An opportunity for practical experience in educational professions development.

**EDUC 621 Work-Experience Coordinator Certification Course I**

Summer. 3 credits. S-U grades optional.  
2-week course. Hours to be arranged.  
A. L. Berkey.

The first of a two-course sequence designed to develop the competencies needed for certification as a coordinator of diversified cooperative work experience programs. The course focuses on the history and philosophy, types, operation, and evaluation of work-experience programs including articulation with JPTA and VESID. Field interviews are required. A prerequisite for Course II, EDUC 622.

**EDUC 622 Work-Experience Coordinator Certification Course II**

Summer. 3 credits. Prerequisite: EDUC 621 Work-Experience Certification Course I.

1-week M-F 8-5. Hours to be arranged.  
Internship - 3 wks. A. L. Berkey.  
The second course for certification as a diversified cooperative work experience coordinator combines course work and directed field experience leading to the planning, development, and approval of a work-experience program in a local educational agency. Development of a philosophy and policy statement, budget, curriculum for related instruction, annual work plan by function, promotional materials, and all program forms for Board of Education approval required.

**EDUC 630 Special Problems in Agricultural and Occupational Education**

Fall or spring; may also be offered in summer. 1-3 credits. S-U grades optional.  
Hours to be arranged. A. L. Berkey and staff.

The course provides an opportunity for graduate-level study of individually selected

problems and issues in agricultural and occupational education. Designed for experienced teachers.

**EDUC 632 Teaching Agricultural, Extension, and Adult Education**

Spring. 3 credits. Prerequisite: an introductory course in teaching methods or permission of instructor.

M 8-10. Staff.  
The focus of the course is on the selection, use, and evaluation of methods and materials for teaching. Methods for group and informal instruction are covered. Opportunity is provided for students to develop teaching competence based on their individual needs and interests. Development of self-evaluation skills is included. A class project on the development of instructional materials is required.

**[EDUC 633 Program Planning in Agricultural, Extension, and Adult Education]**

Fall. 3 credits. Field trip. Not offered 1994-95.

Lec, T 2-4:30; lab to be arranged. Staff.  
Current social and economic conditions affecting agricultural, extension, and adult education are examined. Principles, objectives, strategies, and sources of information are applied to program planning. Participants have an opportunity to observe ongoing programs in agricultural, extension, and adult education, and to pursue individual interests in program development and improvement.]

**EDUC 644 Curriculum Theory and Analysis**

Spring. 3 credits.

T R 2:30-4. G. J. Posner.  
An examination of the basic elements involved in making curriculum decisions and an analysis of current approaches to curriculum. The course focuses on the assumptions underlying any curriculum. The major task of each student is to choose and conduct an in-depth analysis of a curriculum. This course is the basic graduate course in curriculum.

**EDUC 647 Instructional Technologies: Analysis and Practices**

Fall. 2-4 credits. Prerequisite: skills in statistics and research design. Letter grade only.

R 2:30-3:45; lab and seminars to be arranged. D. Peasley and H. D. Sutphin.  
Current research and literature on instructional computing and related technologies in the public and private sectors will be examined. Students complete a group research project on educational technologies and meet for five seminar sessions to earn 2 credits. The research experience includes design, data collection, input, analysis, and synthesis. Concurrent attendance in ED 247 Modules A and B is required (2 credits); or the modules may be taken as a prerequisite.

**EDUC 650 Methods of Educational Inquiry**

Fall. 1 credit.

T 2:30-3:20. J. Millman.  
A survey of approaches to inquiry in the social sciences, including experimental and comparative designs, survey research, case study, philosophical and historical inquiry, content analysis, and secondary data analysis. The course is intended to broaden the student's views of appropriate methods of disciplined inquiry.

**EDUC 651 Writing a Thesis Proposal**

Fall. 1 credit. S-U grades only.

T 3:35. J. Millman.

Procedures for developing and writing a master's or doctoral thesis proposal. Emphasis will be given to identifying a significant topic, conducting and describing a group mini-research study, recognizing weaknesses in illustrative proposals, and clear and concise writing. Students will be provided ample assistance in constructing a brief thesis proposal of their own.

**EDUC 659 Special Topics in Research Methods**

Spring. 2-3 credits. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. J. Millman.

Consideration of new techniques and current topics in educational research design, measurement, or evaluation of programs, products, and personnel.

**EDUC 661 Administration of Educational Organizations**

Fall. 3 credits.

W 3:35-6. E. Haller.

Perspectives on the administration of educational organizations. Consideration of social science, legal and ethical theories, and their application to both public schools and higher education. Intended for students who are considering careers as educational administrators, as well as for those who want to further their understanding of schools as organizations.

**EDUC 664 Educational Finance**

Fall. 3 credits. S-U grades optional.

R 3:35-6. D. H. Monk.

An analysis of the distribution and utilization of public and private resources for educational purposes. The discussion will revolve around the issues of equity, efficiency, and freedom of choice. Alternative methods of financing schools will be evaluated, and the perplexing legal and moral issues raised by such questions as "Who pays?" and "Who benefits?" will be discussed. Specific attention will be given to budgeting, accountability, and productivity. An opportunity for individuals to focus on their own areas of interest, such as occupational education, the two-year college, or secondary or higher education.

**EDUC 665 Administrative Decision Making**

Spring. 3 credits. S-U grades optional.

W 3:35-6. D. H. Monk.

An introduction to decision making theory and its relevance to the field of educational administration. Specific applications will be made to the study and improvement of productivity within educational systems. A wide variety of educational settings will be considered, including higher education and non-formal education.

**[EDUC 678 Planning Educational Systems**

Spring. 3 credits. S-U grades optional. Not offered 1994-95.

T 2:30-4:25. D. H. Monk.

A seminar focused on a comparative analysis of educational planning as it is practiced in developing nations. Topics will include manpower planning, the social demand approach to educational planning, benefit-cost analysis, and incentive models of planning. The political and economic implications of attempts to plan education will be emphasized.]

**EDUC 679 Policy Issues in Higher Education**

Spring. 3 credits. S-U grades optional.

T 11:15-1:15. J. R. Egner.

Deals with administration of higher educational organizations. Current approaches to planning and analysis of special problems.

**EDUC 680 Foundations of Extension Adult Education**

Fall. 3 credits. Limited to 20 students. S-U grades optional.

F 9:05-12:10. D. Deshler.

An analysis of alternative purposes, nature, and scope of extension, adult, and continuing education programs in the United States and abroad, with emphasis on the relationship of programs to historical, cultural, political, and social settings. Definitions, conceptual controversies, philosophical issues, and current research directions will be examined through a seminar approach.

**[EDUC 681 Designing Extension and Continuing Education Programs**

Fall. 3 credits. Prerequisite: permission of instructor. Not offered 1994-95.

T 1:25-4. Staff.

Designed to help students understand the concepts, principles, and procedures relevant to developing programs and curricula for the continuing education of adults. Emphasis is on such key areas as the nature and role of programming, situation analysis and needs identification, choosing among alternative courses of action, stating program objectives, and program organization.]

**EDUC 682 Community Education and Development**

Fall. 3 credits. For students who have interest or experience in education or development programs in which community is an important concern.

Lec, M 1:25-4. M. Ewert.

An examination of the concept of community; changes in community life; the analysis of community; alternative strategies for community development; patterns of response to community by universities, colleges, schools, cooperative extension, and government service agencies; and such functional dimensions of community education programming as participatory decision making, volunteers, leadership development, council formation and function, interagency coordination, and change-agents roles.

**EDUC 683 Administration of Nonformal Education**

Spring. 3 credits.

W 1:25-4. J. R. Egner.

An overview of selected theories, principles, and strategies applicable to management of decentralized, professionally staffed, nonformal educational organizations and change agencies. Content includes management functions, managerial leadership and decision-making strategies. Particular attention is given to leadership of organizations with volunteer staff.

**EDUC 685 Training and Development: Theory and Practice (also Communication 685, International Agriculture 685 and Industrial and Labor Relations 658)**

Spring. 4 credits. S-U grades optional.

Charge for materials, \$45.

F 9:05-12:05; lab/disc, once a week, to be arranged. R. Colle, M. Ewert, W. Frank.

Analysis, design, conduct, administration, and evaluation of training programs for the

development of human resources in small-farm agriculture, rural health and nutrition, literacy and nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

**EDUC 690 Research Seminar**

Fall and/or spring. No credit.

R 12:20. Staff.

Presentation of current research in the field of education by graduate students and staff. Opportunities to discuss methodology, findings, and other aspects of research.

**EDUC 694 Special Topics in Education**

Fall, spring, or summer. 1-3 credits.

Prerequisite: permission of instructor.

S-U grades optional.

Hours to be arranged. Staff.

Topics to be announced.

**EDUC 711 Contemporary Issues in Educational Psychology**

Fall and spring. 2-3 credits.

M W 11:15. 1 hour to be arranged.

J. A. Dunn.

This is a graduate-level seminar dealing with key issues in contemporary psychology having implications for educational practice and research. Topics will vary from year to year. Students may take the course more than once.

**[EDUC 714 Moral Development and Education**

Spring. 3 credits. S-U grades optional. Not offered 1994-95.

Lec, M 12:20-2:15; 1 hour to be arranged.

D. E. Schrader.

This seminar focuses on current topics in moral development research as related to the educational process. Topics include the question of the development of moral reasoning, gender differences, the relationship between moral judgment and moral action, questions related to moral education in secondary schools and university settings, and professional ethics in educational settings. This course takes a life-span perspective; however, special emphasis will be placed on development from adolescence through adulthood.]

**EDUC 715 Seminar in Psychology and Education**

Fall or spring. Variable credit. Prerequisite: permission of instructor.

R 1:25-3:30. D. E. Hedlund.

Selected topics focusing on the interaction of theoretical and research developments in psychology and education.

**EDUC 718 Adult Learning and Development**

Fall or spring. 3 credits. Prerequisite:

permission of instructor. S-U grades optional.

W 2:30-5. R. E. Ripple.

Deals with adult development and learning behavior from points of view of educational psychology, and adult education. Inferences are drawn from theory and research to the practice of adult continuing education. Appropriate for graduate students in educational psychology, extension and continuing education, and community service education, and for others interested in adult learning and development.

**EDUC 730 Seminar in Agricultural, Extension, and Adult Education**

Spring. 2 credits. S-U grades optional.

R 8-9:55. H. D. Sutphin, J. R. Egner, and staff.

Emphasis on current problems and research in agricultural, extension, and adult education. Includes discussion and analysis of student and staff research.

**[EDUC 735 Teacher Preparation in Agriculture]**

Fall. 3 credits. Prerequisite: teaching experience in agriculture. Not offered 1994-95.

W 1:25-3:20. Staff.

For persons with teaching experience interested in the preparation of occupational teachers. Involvement in the Cornell program of teacher preparation in agriculture is expected.]

**[EDUC 739 Evaluating Programs in Agricultural, Extension, and Adult Education]**

Spring. 3 credits. Field trip. Not offered 1994-95.

T 2-4:30; labs to be arranged. Staff.

This course examines objectives, criteria, and strategies for evaluating programs of agricultural, extension, and adult education. Evaluation models, case studies, and evaluation as a function of program planning are considered. Participants examine the roles of supervision in evaluation and have an opportunity to develop and apply evaluation instruments. Field trips and resource persons provide opportunities to observe actual evaluation problems and procedures.]

**EDUC 744 Seminar in College Teaching**

Summer. 2-3 credits.

1-week. Hours to be arranged. J. Novak.

This seminar will be specially designed for Latin college and university professors. It will begin with a review of the current status of knowledge on teaching and learning, presenting a theoretical foundation for education, and move to practice in solving specific teaching problems.

**EDUC 745 Seminar in Curriculum Theory and Research**

Fall. 3 credits. Prerequisite: EDUC 644, or permission of instructor.

T 2:30-5:00. G. Posner.

Theoretical issues in curriculum and appropriate areas for curriculum research are discussed. Two current topics of interest are the hidden curriculum and school reform. Both topics serve to uncover the relation between ideology and research.

**EDUC 762 Research in Educational Administration**

Spring. 3 credits. Prerequisite: one course in elementary statistics or permission of instructor. S-U grades only.

R 3:35-6. E. J. Haller.

For students interested in learning about the process of formulating and carrying out a piece of empirical research. Studies will focus on policy and administrative issues concerning public education. Seminar participants will have access to large, nationally representative data sets that will permit them to conduct high-quality, publishable studies of U.S. schools, students, teachers, and parents. In the process they will learn some of the costs and benefits of secondary data analysis and gain some familiarity with statistical analyses on a Cornell mainframe computer.

**[EDUC 772 Seminar in Philosophy of Education]**

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. Not offered 1994-95.

Hours to be arranged. K. A. Strike. Topics to be announced.]

**EDUC 783 Comparative Extension Education Systems**

Summer. 3 credits. S-U option.

1-week. Hours to be arranged. M. Ewert. Extension education in the developing nations is studied using, as an analytical frame of reference, a hypothetical model comprising such components as community organization, community-based learning, indigenous facilitators and leaders, extension generalists and specialists, training and research-extension linkages. Case materials on alternative extension models and intercountry experiences provide an empirical base.

**[EDUC 784 Educational Technology-Transfer and Decision Making]**

Fall. 3 credits. Offered odd years only. Not offered 1994-95.

M 11:15-1:10. H. D. Sutphin, J. McGonigal, and staff.

The educational and program management decisions involved in the adoption of educational technology in extension, rural development, and nonformal education programs are reviewed, and a variety of decision-making approaches is explored. An overall problem-solving method with case study illustrations is used. Consideration is given to structure and operating style of the educational organization, as well as to the characteristics of the technology under consideration. The course makes use of recent literature and continuously updated files on current developments in technology applications.]

**EDUC 800 Master's-Level Thesis Research**

Fall or spring. Credit to be arranged. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for guiding the work. Staff.

**EDUC 900 Doctoral-Level Thesis Research**

Fall or spring. Credit to be arranged. Limited to students working on theses or other research and development projects. S-U grades optional. Each student, before course enrollment, must obtain the approval of a faculty member who will assume responsibility for guiding the work. Staff.

**Related Course in Another Department**

Historical Roots of Modern Psychology (PSYCH 490)

**ENTOMOLOGY**

G. C. Eickwort, chair; P. L. Davis, P. P. Feeny, C. Gilbert, M. P. Hoffmann, J. K. Liebherr, R. A. Morse, L. A. Patrican, B. L. Peckarsky, D. Pimentel, R. B. Root, R. T. Roush, D. A. Rutz, J. P. Sanderson, J. G. Scott, A. M. Shelton, E. J. Shields, M. J. Tauber, W. M. Tingey, S. Via, Q. D. Wheeler

**Courses by Subject**

Apiculture: 260, 264

Behavior: 471, 662

Ecology: 452, 455, 456, 470, 471, 672

Introductory courses: 200, 212, 215

Medical entomology and veterinary entomology: 352, 653

Morphology: 322

Pest management: 241, 342, 441, 444, 472, 640, 677

Physiology and toxicology: 370, 483, 490, 685

Systematics and acarology: 331, 332, 453, 621, 631, 634, 636, 674

**[ENTOM 200 Cultural Entomology]**

Fall. 2 credits. S-U grades optional. Intended for students in all colleges. Not offered 1994-95.

Lecs, T R 10:10. Staff.

A presentation of the insects, with attention to their roles in nature and in civilization. Biological, historical, social, economic, and cultural aspects are discussed.]

**ENTOM 212 Insect Biology**

Fall. 4 credits. Prerequisites: BIO G 101-102 (may be taken concurrently) or equivalent.

Lecs, W F 11:15; lab, T W or R 1:25-4:25.

J. K. Liebherr.

Introduces the science of entomology by focusing on basic principles of systematics, morphology, physiology, behavior, and ecology of insects. The laboratory in early fall includes field trips to collect and study insects in the natural environment. A small collection emphasizing ecological and behavioral categories is required.

**ENTOM 215 Life on a Silken Thread: Biology of Spiders**

Fall. 2 credits. Prerequisite: Introductory biology or permission of instructor. S-U grades optional.

Lecs, M W 1:25. L. S. Raylor.

An introduction to the fascinating world of spiders. The course will examine the evolution, ecology, behavior, and physiology of spiders from a modern perspective. Topics will include the identification of major spider families, the use of silk, their diverse life-styles in temperate and tropical ecosystems, risky courtship, predatory behavior, social spiders, sensory physiology and communication, development, and potential for use in integrated pest management.

**ENTOM 241 Applied Entomology**

Spring. 3 credits. Prerequisites: BIO G 101-102 or equivalent.

Lecs, T R 9:05; lab-disc, T W or R 12:20-3:15. R. T. Roush.

Introduction to major pest species and tactics for their management. Discussions of insect pest management requirements on farms, gardens, forests, and urban environments, along with descriptions of control methods, materials, and equipment.

**ENTOM 260 Introductory Beekeeping**

Fall. 2 credits.

Lecs, T R 11:15. R. A. Morse.

Introduces the fundamentals of practical beekeeping, including the life history,



physiology, and behavior of honey bees. The classical experiments on the dance language and the role of pheromones are reviewed. Some lectures are devoted to pollination of agricultural crops and the production of honey and beeswax.

#### **ENTOM 264 Practical Beekeeping**

Fall. 1 credit. Limited to 20 students. Prerequisite: ENTOM 260 (may be taken concurrently).

Lab, R 2-4:25. R. A. Morse.

This course consists of fourteen laboratory sessions to acquaint students with practical methods of colony management. Laboratories involve actual work with honey bee colonies and equipment. Some of the topics covered are management of bees for apple pollination, honey harvesting and processing, and disease identification and control.

#### **ENTOM 322 Insect Morphology**

Spring. 5 credits. Prerequisite: ENTOM 212 or 241. Offered alternate years. Not offered 1995-96.

Lecs, M W F 9:05; labs, M W 1:25-4:25. G. C. Eickwort.

An introduction to the external and internal anatomy of insects, with emphasis on the comparative and functional aspects. The laboratory is devoted largely to dissection.

#### **[ENTOM 331 Introductory Insect Systematics**

Spring. 4 credits. Prerequisite: ENTOM 212. Offered alternate years. Not offered 1994-95.

Lecs, T R 10:10; labs, T R 1:25-4:25.

Q. D. Wheeler.

An introduction to the classification, evolutionary history, and distribution of the insects. Laboratory practice in the identification of orders, families, and representative genera of insects; methods of collection, preservation, and study. Lectures on theory and practice of insect systematics and major features of insect evolution. Insect collections are required.]

#### **[ENTOM 332 Systematics Discussion Group**

Spring. 1 credit. Prerequisite: concurrent enrollment in ENTOM 331 or permission of instructor. S-U grades only. Offered alternate years. Not offered 1994-95.

Disc, hours to be arranged.

Q. D. Wheeler.

Readings and discussion on topics in systematics coordinated with the lecture series in Entomology 331.]

#### **ENTOM 342 Special Topics in Economic Entomology**

Fall or spring. Hours to be arranged.

Staff.

Topics to be announced.

#### **ENTOM 352 Medical and Veterinary Entomology**

Fall. 3 credits. Prerequisites: BIO G 101-102 or equivalent. S-U grades optional. Offered alternate years. Not offered 1995-96.

Lec, T R 10:10; lab, R 1:25-4:25.

L. A. Patrican.

The ecology of arthropods of medical and veterinary importance in temperate and tropical regions of the world with emphasis on the role they play in causation or transmission of disease. The laboratory involves 2 field trips, techniques of collection and identification, dissections, methods of transmission, means of identification of a blood pathogen and the source of a blood meal.

#### **ENTOM 370 Pesticides, the Environment, and Human Health (also Toxicology 370)**

Fall. 2 credits. Prerequisites: BIO G 101-102 or equivalent. Offered alternate years. Not offered 1995-96.

Lecs, T R 9:05. J. G. Scott.

A survey of the different types of pesticides, their uses, properties, and effects on the environment. Discussion of the risks, benefits, regulation, politics, and current controversies associated with pesticide use.

#### **[ENTOM 441 Seminar in Insect Pest Management**

Spring. 1 credit. Limited to 15 students.

Prerequisite: ENTOM 241 or 444 or permission of instructor. S-U grades only. Offered alternate years. Not offered 1994-95.

Hours to be arranged. M. P. Hoffmann, A. M. Shelton.

Discussion and analysis of current topics in insect pest management.]

#### **ENTOM 444 Integrated Pest Management (also Plant Pathology 444)**

Fall. 4 credits. Prerequisites: BIOES 261, ENTOM 212 or 241, and PL PA 301 or their equivalents or permission of instructor.

Lecs, M W F 9:05; lab, M or W 1:25-4:25.

P. A. Arneson.

Lectures integrate the principles of pest control, ecology, and economics in the management of pest-crop systems. Laboratories consist of exercises to reinforce concepts presented in lecture and demonstrate pest monitoring techniques and the application of computer technology to management problems.

#### **ENTOM 452 Herbivores and Plants: Chemical Ecology and Coevolution (also BIOES 452)**

Spring. 3 credits. Prerequisites: One year of introductory biology; BIOES 261; CHEM 253 or 357/358 and 251 or 301; or permission of instructor. Offered "odd" spring semesters.

Lec, M W 11:15-12:05; disc, F 11:15-12:05.

P. P. Feeny.

Significance of plant chemistry in mediating interactions between plants and herbivorous animals; mechanisms and strategies of plant finding and exploitation by animals; especially insects, and of defense and escape by plants; evolutionary hypotheses for ecological patterns of resistance and attack; implications for human food and agriculture.

#### **[ENTOM 453 Principles and Practice of Historical Biogeography (also BIOES 453)**

Fall. 3 credits. Prerequisite: A course in systematics or permission of instructors. S-U grades optional. Offered alternate years. Not offered 1994-95.

Lecs, T R 10:10; lab/disc, R 2:30-4:25.

J. K. Liebherr and M. Luckow.

A survey of methods and techniques in historical biogeography, and the development of modern biogeographic theory in the context of classical and ecological analytical methods. Summaries of geological and paleontological aspects of biogeography will be presented, and large-scale biogeographic patterns discussed. Laboratories will focus on computer applications and discussion of controversial issues.]

#### **[ENTOM 455 Insect Ecology, Lectures (also BIOES 455)**

Fall. 3 credits. Prerequisites: BIOES 261 or equivalent and ENTOM 212 or equivalent knowledge of another taxon. Offered alternate years. Not offered 1994-95.

Lecs, W F 11:15 and 1 hour of discussion weekly to be arranged. R. B. Root.

Topics include the nature and consequences of biotic diversity, biogeography, coevolution, adaptive syndromes exhibited by various guilds, population regulation, impact of insects on ecosystems, comparative and functional analysis of communities, and differences in the organization of natural and managed systems. Ecological and evolutionary principles are integrated by thorough study of exemplars.]

#### **ENTOM 456 Stream Ecology (also BIOES 456)**

Spring. 4 credits. Recommended: BIOES 261. S-U grades optional. Offered alternate years. Not offered 1995-96.

Lecs, T R 9:05; labs, T, W, or R 1:25-4:25 (3 sections). B. L. Peckarsky and M. B. Bain.

**Lecture** addresses the patterns and processes occurring in stream ecosystems, including channel formation, water chemistry, watershed influences, plant, invertebrate, and fish community structure, nutrient cycling, trophic dynamics, colonization and succession, community dynamics, conservation and the impacts of disturbances. **Lab:** A field project includes descriptive and experimental techniques and hypotheses testing related environmental assessment.

#### **ENTOM 470 Ecological Genetics (also BIOES 470)**

Spring. 4 credits. Prerequisite: BIOES 378 or consent of instructor. S-U grades optional. Offered alternate years. Not offered 1995-96.

Lecs, T R 10:10-11:30; disc, 1 hr/wk to be arranged. S. Via.

A study of the relationships between genetic and ecological processes in populations. Topics include consequences of genetic variation in age-structured populations, demographic concepts of fitness, evaluation of methods for measuring genetic variation and natural selection on ecologically important traits, genetics of competitive ability and predator avoidance, genetic and ecological aspects of phenotypic plasticity, character displacement, maintenance of genetic variability, and limits to selection. We will consider how theory can be used to formulate hypotheses about evolutionary mechanisms in natural populations and evaluate experiments designed to test such hypotheses.

#### **[ENTOM 471 Freshwater Invertebrate Biology**

Spring. 5 credits. Recommended: ENTOM 212. Offered alternate years. Not offered 1994-95.

Lecs, T R 9:05; labs, T R 1:25-4:25.

B. L. Peckarsky.

The lecture explores the morphology, physiology, phylogeny, life histories, behavior, feeding ecology, and evolution of macroscopic freshwater invertebrates with an emphasis on contrasting the attributes of aquatic and terrestrial insects. The laboratory involves field collections and laboratory identification of invertebrates and stresses the use of keys. Students prepare a collection of freshwater invertebrates.]

**ENTOM 472 Genetics of Pest Management**

Fall. 4 credits. Prerequisite: BIOGD 281 or equivalent. S-U grades optional. Offered alternate years. Not offered 1995-96.

Lecs, T R 12:20-1:45; lab to be arranged (3 hours). R. T. Roush.

A detailed survey of the application of genetics to pest management. Includes discussion of host plant resistance, pesticide resistance, insect mass rearing technology, autocidal controls (e.g., sterile males), and the establishment and genetic improvement of biological control agents, with examples from plant pathology, weed science, and entomology.

**ENTOM 483 Insect Physiology**

Fall. 5 credits. Prerequisite: ENTOM 212 or permission of instructor. Offered alternate years. Next offered 1995-96.

Lecs, M W F 11:15; lab, W 1:25-4:25, disc F 1:25-2:15. C. Gilbert.

An introduction to the often unique ways in which insects have met their basic needs. Each organ system is examined with emphasis on basic principles and specific examples. The student will also be introduced to some common methods used in physiological research and to the critical reading of scientific literature.

**ENTOM 490 Insect Toxicology and the Molecular Basis of Insecticide Toxicity (also Toxicology 490)**

Spring. 4 credits. Prerequisites: general chemistry and organic chemistry. S-U grades optional. Undergraduate students by permission of instructor. Offered alternate years. Not offered 1995-96.

Lecs, M W F 9:05; lab, day to be arranged, 1:25-4:25. J. G. Scott.

The history, metabolism, and mechanism of action of synthetic and naturally occurring insecticides. Mechanisms of insecticide resistance, evaluation of insecticide toxicity, and new approaches to insecticidal compounds with biotechnology will be discussed.

**ENTOM 494 Special Topics in Entomology**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**ENTOM 497 Individual Study in Entomology**

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

**ENTOM 498 Undergraduate Teaching**

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Undergraduate teaching assistance in an entomology course by agreement with the instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Participating students assist in teaching a course allied with their education and experience. Students are expected to meet regularly with a discussion or laboratory

section, to gain teaching experience, and regularly to discuss teaching objectives, techniques, and subject matter with the professor in charge.

**[ENTOM 621 Acarology**

Fall. 4 credits. Prerequisites: ENTOM 212 and permission of instructor. Offered alternate years. Not offered 1994-95.

Lecs, M W 9:05; lab, M 1:25-4:25.

G. C. Eickwort.

An introduction to the taxonomy, morphology, and bionomics of mites and ticks, with emphasis on taxa of economic importance. A collection is required.]

**[ENTOM 631 Systematics of the Coleoptera**

Fall. 4 credits. Prerequisite: ENTOM 331. Offered alternate years. Not offered 1994-95.

Lecs, M W 12:20; labs, M W 1:25-4:25.

S field trips. Q. D. Wheeler.

A comprehensive review of the comparative morphology, phylogenetic relationships, classification, natural history, and distribution of the Coleoptera, including adult and immature stages. Laboratory practice in identification and methods for collection and study of beetles. A collection is required.]

**ENTOM 634 Special Topics in Systematic Entomology**

Fall or spring; taught on demand. 2-4 credits. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Lectures on the classification, evolution, and bionomics of selected taxa, with accompanying laboratory studies on identification and comparative morphology. Collections sometimes required.

**ENTOM 636 Seminar in Systematic Entomology**

Fall or spring. 1 credit. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged. Staff.

Discussion of current topics in systematic entomology. Topics to be announced, including current theoretical issues in insect classification, evolution, and biogeography.

**ENTOM 640 Applied Ecology and Pest Management**

Spring. 3 credits. Prerequisites: ENTOM 444 and a course in statistics. Recommended: a course in computer science. S-U grades optional. Offered alternate years. Not offered 1995-96.

Lecs, T R 2:30-3:45. P. M. Davis.

Theory and quantitative methods for characterizing arthropod population dynamics for research and pest management purposes. Course evaluates biological and climatic factors influencing population numbers, development, dispersal, and plant response to arthropod pests. Special topics include development of sampling methodology and simulation modeling.

**[ENTOM 662 Insect Behavior Seminar**

Spring. 2 credits. Prerequisites: permission of instructors and ENTOM 212 and BIONB 221 or equivalents. S-U grades optional. Offered alternate years. Not offered 1994-95.

Hours to be arranged. G. C. Eickwort, M. J. Tauber.]

**[ENTOM 664 Seminar in Insect-Plant Interactions (also BIOES 664)**

Spring. 2 credits. Limited to 15 students. Prerequisites: entomology, ecology, evolution, organic chemistry, and permission of instructor. S-U grades optional. Offered alternate years. Not offered 1994-95.

One evening a week, to be arranged.

P. P. Feeny.

For graduate students and seniors. Presentations and discussions by students on the evolution of patterns of interaction between plants and insects, emphasizing critical evaluation of concepts and evidence.]

**ENTOM 672 Seminar in Aquatic Ecology**

Spring. 1 credit. Prerequisites: permission of instructor or either ENTOM 456, 471 or BIOES 462, 464. S-U grades optional. Offered alternate years. Not offered 1995-96.

Hours to be arranged. B. L. Peckarsky.

Discussion and analysis of current topics in the ecology of streams, lakes and marine ecosystems, including student-generated synthesis of key papers in the literature.

**[ENTOM 674 Principles of Systematics (also BIOES 674)**

Spring. 4 credits. Prerequisite: ENTOM 331 or introductory systematics course in another field of biological sciences. Offered alternate years. Not offered 1994-95.

Lecs-disc-labs, M W 1:25-4:25. Staff.

(Q. D. Wheeler, coordinator).

An introduction to modern theory and methods of systematic biology. Lectures, readings, and discussions on theoretical systematics, including species concepts, classification, phylogenetics, and biogeography. Laboratories include various methods of analysis of data (e.g., cladistic hand and computer methods, numerical methods). Part of the grade is based on a final paper.]

**[ENTOM 677 Biological Control**

Fall. 3 credits. Prerequisites: ENTOM 212, BIOES 261, and permission of instructor. Offered alternate years. Not offered 1994-95.

Lecs, T R 9:05; lab, T 2-4:25. M. J. Tauber.

Approach and procedures in biological control of arthropod pests and weeds. Laboratory includes studies with living parasitoids and predators.]

**ENTOM 685 Seminar in Insect Physiology**

Spring. 1 credit. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged. C. Gilbert.

**ENTOM 694 Special Topics in Entomology**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**ENTOM 707 Individual Study for Graduate Students**

Fall or spring. Credit to be arranged. Prerequisite: permission of instructor. Not for thesis research.

Staff.

**ENTOM 709 Teaching Entomology**

Credit to be arranged.

Staff.

Teaching entomology or for extension training.

**ENTOM 800 Master's-Level Thesis Research**

Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional.

Staff.

**ENTOM 900 Doctoral-Level Thesis Research**

Credit to be arranged. Prerequisite: permission of instructor. S-U grades optional. Staff.

**Jugatae Seminar**

Fall and spring.

R 4-5.

A seminar conducted by Jugatae, the entomology club of Cornell University, to discuss topics of interest to its members and guests. All interested undergraduate and graduate students are encouraged to attend.

**FLORICULTURE AND ORNAMENTAL HORTICULTURE**

Floriculture and Ornamental Horticulture courses are listed under Horticultural Sciences on p. 74.

**Freehand Drawing and Scientific Illustration**

Freehand Drawing and Scientific Illustration courses are offered through the Department of Floriculture and Ornamental Horticulture. Courses are described on p. 73.

**Landscape Architecture**

The Landscape Architecture Program at Cornell is sponsored by the College of Agriculture and Life Sciences through the Department of Floriculture and Ornamental Horticulture, and the College of Architecture, Art, and Planning. For course descriptions, see Landscape Architecture, p. 78.

**FOOD SCIENCE**

R. A. Ledford, chair; T. E. Acree, D. K. Bandler, D. M. Barbano, C. A. Batt, D. H. Beermann, M. C. Bourne, J. Brady, A. K. Datta, D. C. Graham, R. B. Gravani, T. Henick-Kling, P. F. Hopper, J. H. Hotchkiss, H. T. Lawless, D. D. Miller, S. Mulvaney, J. M. Regenstein, S. S. H. Rizvi, J. W. Sherbon

**FOOD 101 Science and Technology of Foods**

Fall. 1 credit. S-U grades only.

Lec and disc, M 12:20. J. Hotchkiss and staff.

This course explores the application of science and technology to foods. Lectures will elucidate the role of engineering, biotechnology, chemistry, biochemistry, nutrition, toxicology, and microbiology in supplying the world with safe and nutritious food. An overview of food science as a discipline and career choice will be given.

**FOOD 102 Contemporary Perspectives in Food Science**

Spring. 1 credit. S-U grades only.

F 12:20. Three field trips, 2 on F 1:25-5:00 and 1 on F 7:30 a.m.-5:30 p.m.

R. A. Ledford and J. H. Davidson.

A series of seminars dealing with current technological, regulatory, and international developments in food science. Field trips to four or five commercial food plants will be used to illustrate the application of current technologies.

**FOOD 150 Food Choices and Issues**

Spring. 2 credits. S-U grades optional.

Lecs, T R 12:20. R. B. Gravani, D. D. Miller, and staff.

This course provides nonmajors with knowledge needed to make appropriate food choices. Emphasis is on principles and concepts necessary for selecting nutritious diets. Topics include: relationships between diet and health, the impact of food science and technology on food choices, the characteristics of the major food commodity groups, and current issues affecting food quality and safety. The course is designed to provide students with practical and useful information about the foods they eat.

**FOOD 200 Introductory Food Science**

Fall. 3 credits.

M W F 11:15. J. W. Sherbon.

A comprehensive introduction to food science and technology—its scope, principles, and practices. Topics are constituent properties; methods of preservation; the major food groups, including their handling and processing; and current problems such as chemical additives and world feeding needs. Interrelationships between chemical and physical properties, processing, nutrition, and food quality are stressed. There will be one field trip on a Friday (11 a.m.-5 p.m.) in September.

**FOOD 210 Food Analysis**

Spring. 3 credits. Prerequisite: CHEM 104 or 208.

Lecs, M W 12:20; lab, F 12:20-3:20. J. W. Sherbon.

Introduces tests used by food analysts for fats, proteins, carbohydrates, and selected minor nutrients. Emphasis is on understanding and use of good analytical techniques, including gravimetric, volumetric, chromatographic and spectrophotometric methods. A special project for the total analysis of a complex food provides experience in technique selection, work scheduling, and execution.

**FOOD 311 Milk and Frozen Desserts**

Fall. 2 credits. Prerequisite: FOOD 322 or permission of instructor. Offered alternate years. Not offered 1995-96.

Lec, R 12:20; lab, R 1:25-4:25.

J. W. Sherbon and D. K. Bandler.

Deals with the principles and practices of processing fluid milk products and frozen desserts. The chemical, microbiological, and technological aspects of processing these dairy products are considered. Emphasis will be upon product quality and recognition of factors affecting it.

**FOOD 321 Food Engineering I**

Fall. 3 or 4 credits. Prerequisites: FOOD 200 and PHYS 101.

Lecs, M W F 9:05; lab, T 1:25-4:25 (lab required for 4 credit option).

S. S. H. Rizvi.

Intended to give food science students an introduction to the engineering aspects of food processes and equipment. Emphasis on the fundamental concepts of momentum, heat, and mass-transport processes.

**FOOD 331 Statistical Quality Control of Food Processing**

Spring. 1 credit. Prerequisite: AG EC 310 or equivalent.

Lab, R 1:25-4:25. G. Houghton.

An introduction to the statistical tools used to control quality in food processing operations. Topics covered include control charts and

other process control tools as well as acceptance sampling.

**FOOD 351 Milk Quality**

Spring. 1 credit. Prerequisite: AN SCI 350 or equivalent or permission of instructor.

F 12:20. D. K. Bandler.

Focuses on the important aspects of farm sanitation and milk handling as they affect milk flavor and quality. The course is an overview of quality control tests, basic microbiology, cleaning and sanitizing, and special problems in manufacturing and marketing fresh and storable dairy products.

**FOOD 394 Food Microbiology Lectures**

Fall. 2 credits. Prerequisites: BIOMI 290 and 291.

M W 12:20. R. A. Ledford.

The major families of microorganisms of importance in foods are studied, with emphasis on the roles of those organisms in food preservation, food fermentations, and public health.

**FOOD 395 Food Microbiology Laboratory**

Fall. 2 credits. Graduate students must have permission of the instructor.

M W 2-4:25. J. M. Brown.

Work includes study of the physiological characteristics of representative food microorganisms, practice in using general and special methods for microbiological testing and control of food products, and practice in the application of a systematic approach to controlling the safety of foods.

**FOOD 396 Food Safety Assurance**

Spring. 2 credits. Prerequisite: FOOD 200 or permission of instructor. Offered alternate years. Not offered 1995-96.

Lec, T R 9:05. R. B. Gravani.

This course provides information on procedures to control biological, chemical, and physical hazards and assure the safety of foods. Topics include discussions on Hazard Analysis Critical Control Point (HACCP) programs, total quality management, and the application of current technologies in reducing the incidence of foodborne illness. Case studies and exercises will be used to demonstrate and apply the key principles that are discussed.

**FOOD 400 Senior Seminar in Food Science and Technology**

Fall. 1 credit. Limited to seniors.

Lec, M 4:30. D. K. Bandler.

Students prepare and present a seminar on a topic of current interest in food science and technology.

**[FOOD 401 Concepts of Product Development]**

Spring. 2 credits. Prerequisite: FOOD 200 or equivalent. Offered alternate years. Not offered 1994-95.

M W 9:05-9:55. J. H. Hotchkiss.

A discussion of the sequence of events in developing and marketing new food products. Topics include packaging and labeling, food additive and ingredient regulations, taste panels, market testing, market research, and patents.]

**[FOOD 403 International Food Science and Development]**

Spring. 3 credits. Offered alternate years. Not offered 1994-95.

Lecs, T R 8:30-9:55. D. C. Graham.

A critical evaluation of humanity's needs for food, especially in the developing world, and of the international food technologies,

organizations, and policies necessary to meet such needs. Traditional methods and fermentation food processes of basic foods for specific developing countries are described.]

**[FOOD 405 Food Waste Management]**  
Spring. 2 credits. Prerequisite: FOOD 200 or its equivalent. Offered alternate years. Not offered 1994-95.

Lec, M 12:20-2:15, lab, M 2:30-4:25.

(Note: labs will not meet every week.)

J. M. Regenstein.

Field trips, laboratories, and demonstrations. Deals with the principles and practices related to managing, reducing, recycling and reclaiming wastes from food plants and other unit operations important to the food industry. Some broader areas of waste management impacting the food industry will also be discussed.]

**[FOOD 406 Cheese and Other Fermented Foods]**

Fall. 2 credits. Prerequisite: background in microbiology. Offered alternate years. Not offered 1994-95.

Lecs, F 12:20-1:10, lab F 1:25-4:25.

D. K. Bandler.

Principles and practices of fermentation and processing techniques as they apply to cheeses, cultured dairy foods, beers, and related products. Labs will feature unit processes and tastings.]

**[FOOD 409 Food Chemistry]**

Spring. 3 credits. Prerequisite: BIOBM 330 or 331.

Lecs, M W F 9:05. D. D. Miller, J. Brady,

J. M. Regenstein, J. P. VanBuren.

The chemistry of foods and food ingredients. Chemical and physical properties of water, proteins, lipids, carbohydrates, and other food components/additives are discussed in the context of their functional roles in foods. The effects of chemical changes during processing and storage on quality and nutritional aspects of several food commodity groups (milk, meat, fruits and vegetables, cereals and legumes) are described.]

**[FOOD 410 Sensory Evaluations of Foods]**

Fall. 3 credits. Prerequisite: statistics.

Lecs, M W F 10:10. H. T. Lawless.

Deals with the sensory techniques used in evaluating the flavor, color, and texture of foods and the evaluation of consumer acceptance. Includes methods for measuring these qualities, underlying psychological principles, statistical methods for analyzing results, and establishing a full-service sensory evaluation program.

**[FOOD 415 Principles of Food Packaging]**

Fall. 3 credits.

M W F 9:05. J. H. Hotchkiss.

The chemical and physical properties and manufacture of the basic materials used to construct packaging are discussed. The influence of packaging on shelf life is presented. Emphasis is on newer packaging technologies and materials. Economics, design, and regulation of food packaging are briefly presented.

**[FOOD 416 Food Packaging Laboratory]**

Spring. 2 credits. Prerequisite: FOOD 415. Offered alternate years. Not offered 1994-95.

Lec, F 8; lab to be arranged.

J. H. Hotchkiss.

A laboratory course designed to introduce several testing methods used to evaluate adequacy of food packaging. Emphases are on physical testing methods of packaging

materials and the evaluation of total packages. Students will design and build a new food package.]

**[FOOD 417 Sensory Analysis of Dairy Products]**

Spring. 1 credit. S-U grades optional.

Offered alternate years. Not offered 1994-95.

Lec, M 2:30-4:25. H. Lawless.

A survey of the traditional quality grading techniques used for sensory evaluation of dairy products, and a comparison of those techniques to alternative sensory evaluation procedures. Students will prepare samples for one or two demonstrations of classical dairy defects such as lipid oxidation or hydrolytic rancidity. Tasting and practice in identifying defects will be given in class. Primary attention will be given to sensory quality factors in fluid milk, cheddar cheese, cottage cheese, and ice cream.]

**[FOOD 419 Food Chemistry Laboratory]**

Spring. 2 credits. Prerequisites: BIOBM 330 or 331 and concurrent registration in FOOD 409.

Lab, W 12:20-4:25. D. D. Miller,

J. M. Brown.

A laboratory course emphasizing fundamental chemical principles and laboratory techniques necessary for an understanding of the chemistry of foods. Relationships between chemical composition and functional, nutritional, and organoleptic properties of foods are stressed. Many of the laboratory techniques involved are common to those used in biochemistry laboratories (e.g., electrophoresis, chromatography, enzyme assays) but are applied to specific foods or beverages.]

**[FOOD 421 Unit Operations in Food Processing II]**

Fall. 3 credits. Prerequisite: FOOD 322.

Lecs, T R 10:10; lab, R 1:25-4:25.

S. S. H. Rizvi, S. Mulvaney.

Principles and practices of thermal processing of foods, as a preservation technique, with emphasis on kinetics of destruction of microorganisms and quality factors. Fundamentals and applications of extrusion and microwave processes. Laboratory experience in retorting of foods, microwave and extrusion processing.]

**[FOOD 422 Food Engineering II]**

Spring. 3 credits. Prerequisite: FOOD 321 or permission of instructor. Offered alternate years. Not offered 1994-95.

Lecs, M W F 10:10. S. S. H. Rizvi,

S. Mulvaney.

Application of transport phenomena to food processing unit operations. Fundamentals of food process design, scale-up, and control.]

**[FOOD 430 Understanding Wine]**

Spring. 3 credits. Prerequisites: Introductory biology and chemistry or permission of instructor. Students must be 21 years old by the first day of class (Jan. 23, 1995) to enroll. S-U grades optional.

T R 2:30-4:25. T. Henick-Kling,

T. E. Acree, and H. T. Lawless.

An introduction to wine appreciation through the study of fermentation biology, wine composition, and sensory perception. Samples of wines will be used to illustrate the sensory properties, microbiological processes, and chemical components that determine wine quality. Students will learn to recognize the major features of wine that determine sensory quality and know the processes that

produced them. Topics will include the psychology and chemistry of bouquet, taste, and aroma; the microbiology of fermentation and spoilage; and the sensory properties of wines from different grape varieties, viticultural practices, and wine making techniques.]

**[FOOD 447 International Postharvest Food Systems]**

Fall. 2 or 3 credits. Prerequisite: freshman chemistry. S-U grades optional.

T R 10:10. M. C. Bourme and staff.

An interdisciplinary course designed for all undergraduate and graduate students in ALS that describes postharvest food losses and methods to reduce the loss. Topics include storage and care of unprocessed and minimally processed foods such as cereal grains, fruits, vegetables, tubers, and fish; biology and control of fungi, insects, and vertebrates in foods; chemical causes of quality loss; effects of climate; and economic and social factors affecting food preservation and storage. Emphasis is given to the problems in developing countries. The third credit requires a written case study of a country or commodity.]

**[FOOD 450 Fundamentals of Food Law]**

Spring. 2 credits. Offered alternate years.

Not offered 1995-96.

Lecs, M 1:25-3:20. J. M. Regenstein.

Introduction to the complex array of federal and state statutes and regulations that control the processing, packaging, labeling, and distribution of food, including aspects of safety and nutritive value. Emphasis will be on the Food and Drug Administration and U.S. Department of Agriculture regulations, but the course also will refer to other regulatory agencies. Emphasis will be placed on how a food or agricultural professional interacts with this legal system.]

**[FOOD 456 Advanced Concepts in Sensory Evaluation]**

Spring. 2 credits. Prerequisite: FOOD 410.

S-U grades optional. Offered in alternate years. Not offered 1994-95.

Lecs, F 1:25-3:25. H. T. Lawless.

Readings and discussions of primary source materials in sensory evaluation, including historical perspectives, psychophysics, perceptual biases, human information processing. Concepts influencing detection of sensory differences, use of rating scales, and characterization of sensory properties will be emphasized.]

**[FOOD 494 Special Topics in Food Science]**

Fall or spring. 4 credits maximum.

S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.]

**[FOOD 497 Individual Study in Food Science]**

Fall or spring. 3 credits maximum. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Staff.

For the food science student. May include individual tutorial study, a special topic



selected by a professor or a group of students, or selected lectures of a course already offered. As topics may be changed, the course may be repeated for credit.

#### **FOOD 498 Undergraduate Teaching Experience**

Fall or spring. 3 credits maximum. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades only.

Staff.

Students assist in teaching a course appropriate to their previous training. Students will meet with a discussion or laboratory section and will regularly discuss objectives with the course instructor.

#### **FOOD 499 Undergraduate Research in Food Science**

Fall or spring. 4 credits maximum.

S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall). Except for students enrolled in the honors program, credit will be limited to 4 credits total.

Hours to be arranged. Staff.

Independent study.

#### **FOOD 600 Seminar**

Fall or spring. 1 credit. Required of all food science graduate students. S-U grades only. T 4:30.

#### **[FOOD 601 Food Protein Chemistry]**

Fall. 3 credits. Limited to graduate students and to seniors with permission of instructor. Prerequisite: FOOD 409 or equivalent. Not offered 1994-95.

Lecs, M W F 9:05. Staff.

The chemistry and physical chemistry of proteins are discussed critically with respect to current methods of characterizing and purifying proteins. Food protein functionality is emphasized.]

#### **FOOD 604 Chemistry of Dairy Products**

Fall. 2 credits. Limited to 16 students.

Prerequisites: organic chemistry, biochemistry, knowledge of dairy-product manufacturing procedures, and permission of instructor. Offered alternate years. Not offered 1995-96.

Lecs, F 1:25-3:30. D. M. Barbano.

A detailed study of milk constituents and their properties. Properties of various milk constituents are related to observed physical and chemical changes that occur in dairy products during and after processing. This course will emphasize current research in dairy chemistry.

#### **FOOD 605 Physical Chemistry of Food Components**

Fall. 3 credits. Prerequisite: an undergraduate course in physical chemistry. Offered alternate years. Not offered 1995-96.

Lecs, M W F 10:10. J. W. Brady.

This course will cover the physical properties of food molecules. Emphasis will be placed on the molecular basis of structural characteristics; colloidal properties; molecular interactions; foams, gels; and water binding of foods.

#### **[FOOD 607 Advanced Food Microbiology]**

Spring. 2 credits. Prerequisites: food microbiology, genetics (preferred). Offered alternate years. Not offered 1994-95.

M W 11:15. C. A. Batt.

There have been great advances in applying the modern tools of molecular biology to the detection of microorganisms and their

metabolites. The primary emphasis of this course will be to review the recent developments in the theory and application of nucleic acid and antibody-based detection systems, especially as they concern food safety. In addition, other approaches, including measurement of impedance, ATP, and endotoxins, will be discussed.]

#### **FOOD 616 Flavors - Analysis and Applications**

Spring. 2 credits. S-U grades optional.

Offered alternate years. Not offered 1995-96.

Lec, F 1:25; disc, F 2:30. H. Lawless, T. Acree.

An advanced course in sensory and instrumental analysis of flavors, flavor chemistry, and flavor applications in foods for food scientists and those in related fields concerned with human food perception and consumption. The course will survey taste, aroma and volatile flavors, and trigeminal stimuli from the perspectives of chemical structures, methods of analysis, uses and interactions in food systems, and consumer acceptance.

#### **[FOOD 620 Food Carbohydrates (also Nutritional Sciences 620)]**

Spring. 2 credits. Limited to qualified seniors and graduate students. Prerequisite: BIOBM 330 or equivalent. Offered alternate years. Not offered 1994-95.

Lecs, T R 10:10. B. A. Lewis, J. W. Brady.

A consideration of the chemistry of carbohydrates, including sugars, starches, pectins, hemicelluloses, gums, and other complex carbohydrates. Emphasis is on the intrinsic chemistry and functionality in food systems and the changes occurring during food processing and storage.]

#### **FOOD 665 Engineering Properties of Foods (also Agricultural and Biological Engineering 665)**

Spring. 2 credits. Prerequisite: course in transport processes or unit operations as applied to foods; or permission of instructor. Offered alternate years. Not offered 1995-96.

Lecs, T R 12:20. S. S. H. Rizvi, A. K. Datta, S. J. Mulvaney.

Theories and methods of measurement and prediction of rheological, thermal, and mass transport properties of foods and biomaterial systems. Emphasis is on physical-mathematical basis of measurement as well as the prediction processes. Examples of appropriate use of these properties in engineering design and analysis of food processes will also be provided.

#### **FOOD 694 Special Topics in Food Science**

Fall or spring. 4 credits maximum.

S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

#### **FOOD 698 Graduate Teaching Experience**

Fall or spring. 1 to 3 credits. S-U grades only.

Hours to be arranged. Staff.

Designed to give graduate students teaching experience through involvement in planning and teaching courses under the supervision of field faculty members. The experience may include leading discussion sections; preparing, assisting in, or teaching lectures and laboratories; and tutoring. There will be assigned

readings and discussion sessions on educational theory and practice throughout the term.

#### **FOOD 800 Research**

Fall or spring. Credit to be arranged. Maximum credit, 10/semester. Limited to master's and doctoral candidates with permission of the graduate field member concerned. S-U grades only.

#### **Related Courses in Other Departments**

Introduction to Computing (ABEN 151)

Food Process Engineering: A Transport

Phenomena Approach (ABEN 466)

Marketing (AG EC 240)

Food Industry Management (AG EC 443)

Meat Science (AN SC 290)

Commercial Meat Processing (AN SC 490)

## **FREEHAND DRAWING AND SCIENTIFIC ILLUSTRATION**

Freehand Drawing is a program within the Department of Floriculture and Ornamental Horticulture. Other courses offered by the department are listed under Horticultural Sciences and Landscape Architecture.

#### **FR DR 109 Nature Drawing**

Fall. 3 credits. Limited to 25 students.

S-U grades optional. Permission of instructor required.

M W F 10:10-12:05. R. J. Lambert.

A beginning course with emphasis on the drawing of natural forms: plants, animals, and landscapes. Of particular interest to students in floriculture and ornamental horticulture, landscape architecture, biological sciences, nature education, or similar fields. Outside field notebook assignments.

#### **FR DR 210 Sketching in Watercolor**

Summer. 3 credits. S-U grades optional.

M T W R F 11:30-12:45. R. J. Lambert.

Practice in outdoor sketching, primarily in watercolor, but including pen and ink, pencil, and colored pencil. Studio will develop working sketches into complete paintings. Principles of perspective are taught and applied. For any student who wishes to develop skill in handling watercolor. Outside-of-class sketchbook work required.

#### **FR DR 211 Freehand Drawing and Illustration**

Fall. 2 credits. Prerequisite: LA 141 or equivalent. S-U grades optional.

6 studio hours scheduled in 2- or 3-hour units between 9:05 and 12:05 M T W R F.

R. J. Lambert.

Progression to the organization of complete illustrations. Subject matter largely from sketchbooks, still life, and imagination. Composition, perspective, and ways of rendering in different media are considered.

#### **FR DR 214 Watercolor**

Spring. 2 credits. Prerequisite: LA 141 or equivalent. S-U grades optional.

6 studio hours scheduled in 2- or 3-hour units between 9:05 and 12:05 M T W R F.

R. J. Lambert.

A survey of watercolor techniques. Subject matter largely still life, sketchbook, and on-the-spot outdoor painting.

**FR DR 316 Advanced Drawing**

Fall or spring. 2 credits. Prerequisite: FR DR 109, 211 or permission of instructor. S-U grades optional.

6 hours to be arranged. R. J. Lambert.  
For students who want to attain proficiency in a particular type of illustration or technique.

**[FR DR 417 Scientific Illustration]**

Fall. 2 credits. Prerequisite: FR DR 211 or 316 or equivalent. S-U grades optional for graduate students only. Not offered 1994-95.

6 studio hours scheduled between 9:05 and 12:05 M W F. Staff.  
A survey of methods of illustration. Training in techniques of accurate representation in media suitable for reproduction processes, including pen and ink, scratchboard, wash, and mixed media.]

## FRUIT AND VEGETABLE SCIENCE: HORTICULTURAL SCIENCE

See Horticultural Sciences.

## HORTICULTURAL SCIENCES

Horticultural science courses at Cornell are taught by the faculty of the Department of Floriculture and Ornamental Horticulture and the Department of Fruit and Vegetable Science.

### Floriculture and Ornamental Horticulture

G. L. Good, chair; M. I. Adleman, N. L. Bassuk, C. F. Gortzig, J. Gruttadauria, N. W. Hummel, Jr., T. H. Johnson, R. E. Kozlowski, D. W. Krall, R. J. Lambert, R. W. Langhans, I. M. Lekstutis, L. J. Mirin, R. G. Mower, K. W. Mudge, J. C. Neal, A. M. Petrovic, D. A. Rakow, D. Tennyson, R. T. Trancik, P. J. Trowbridge, T. C. Weiler, T. H. Whitlow

### Fruit and Vegetable Science

E. E. Ewing, chair; R. R. Bellinder, L. L. Creasy, L. A. Ellerbrock, D. E. Halseth, J. R. Hicks, D. J. Lisk, P. M. Ludford, I. A. Merwin, P. L. Minotti, M. P. Pritts, J. Sieczka, W. C. Stiles, L. D. Topoleski, C. B. Watkins, H. C. Wien, D. A. Wilcox, D. W. Wolfe

### Courses by Subject:

General horticulture: 101, 102

Crop production:

Controlled Environment Agriculture: 410, 411, 412, 413

Fruit: 200, 442, 444, 445, 450

Greenhouse: 410, 411, 412, 413

Nursery: 400, 420

Turfgrass: 330

Vegetable: 225, 456, 460

Extension education: 629

Floral design: 205, 210

Horticultural physiology: 400, 405, 450, 455, 456, 460, 462, 615

Independent study, research, and teaching: 470, 495, 496, 497, 498, 499, 500, 605, 700, 800, 900

Internships: 496

Landscape architecture (professionally accredited program)

Landscape horticulture: 435, 491, Landscape architecture 142, 291, 311, 312, 480, 490

Plant materials: 230, 243, 300, 301, 335, 430

Plant propagation: 400

Postharvest physiology: 325, 625, 630

Sales and service businesses: 210, 425

Seminars: 495, 600, 602, 630, 636

Special topics: 494

Turfgrass management: 330

Vegetable types and varieties: 220, 465

### HORT 101 Introduction to Horticultural Science

Fall. 4 credits.

Lecs, M W F 10:10; lab, W 2-4:25.

C. F. Gortzig and I. M. Lekstutis.

An introduction to horticulture in all of its components: floriculture, landscape horticulture, fruit and vegetable science, and related professional and commercial fields. Emphasis is on the history, geography, and literature of the field; the structure and organization of the component industries, institutions, and professions; and the role of science and technology in the continuing development of horticultural practice. Field trips, including one three-day field trip (cost approximately \$100.00), are taken to horticultural firms, institutions, and historic sites.

### HORT 102 General Horticulture

Spring. 4 credits. Each lab limited to 25 students.

Lecs, M W F 10:10; lab, M, T, or W 2-4:25.

L. D. Topoleski.

Acquaints the student with applied and basic horticulture. Open to all students who want a general knowledge of the subject or who want to specialize in horticulture but have a limited background in practical experience or training in plant science. Includes flower, fruit, and vegetable growing and gardening techniques.

### HORT 200 Introductory Pomology

Fall. 3 credits. S-U grades optional.

Lecs, T R 10:10; lab, T 1:25-4:25.

I. A. Merwin.

A survey of fruit science, emphasizing the natural history, botany, physiology, and production of edible fruits in temperate-climate areas. Topics include varietal breeding and propagation, environmental and sustainability issues, and practical methods of fruit production. Labs and field trips will provide hands-on experience and tours of regional orchards.

### [HORT 205 Floral Design]

Fall or spring. 2 credits. Prerequisite: permission of instructor, with preference given to plant science majors, then to students in education, design, and journalism. Charge to purchase instructional plant materials that the student will keep: \$85. Not offered 1994-95.

T or R 1:25-4:25. Staff.

A study of the established floral design techniques of this country, presenting the principles and the mechanics of the art to prepare the student to design for varying themes and occasions. Other aspects include selection, preparation, and factors affecting keeping-quality of materials.]

### [HORT 210 Floral Design: Intermediate]

Fall. 2 credits. Prerequisite: HORT 205 or permission of instructor; preference given to students planning a career in retail horticulture. Charge to purchase instructional materials that the student will keep: \$90. Not offered 1994-95.

Studio W 1:25-4:25. Staff.

Advanced study of the art of floral design.]

### HORT 220 Vegetable Types and Identification

Fall. 2 credits.

T 2-4:25. L. D. Topoleski.

Acquaints students with the vegetable species grown in the Northeast and the pests and disorders encountered in their production. Subjects covered include identification of economically destructive weeds, diseases and insects of vegetables, identification of vegetable and weed seeds, seedlings, nutrient deficiencies, vegetable judging, grading, and grade defects.

### HORT 225 Vegetable Production

Fall. 4 credits. Field trip fee, no more than \$20.

Lecs, M W F 11:15; lab, W 2-4:25; 1 S field trip and 3 field trips (Sept), W 11:15-6.

L. A. Ellerbrock.

Intended for those interested in the production, processing, and marketing of vegetables. Topics included are techniques, problems, and trends in the culture, harvesting and storage of the major vegetable crops. Field trips to conventional and organic farms and hands-on experience in growing vegetables in the laboratory are included.

### HORT 230 Woody Plant Materials

Spring. 4 credits. Fee for lecture-laboratory manual: \$35.

Lecs, T R 9:05; lab, T 2-4:25 and W or F 2-4:25. R. G. Mower.

A study of the trees, shrubs, ground covers, and vines used in landscape plantings. Emphasis is on winter identification and values for use as landscape material.

### HORT 243 Taxonomy of Cultivated Plants (also BIOPL 243)

Fall. 4 credits. Prerequisite: One year of introductory biology or written permission of instructor. May not be taken for credit after BIOPL 248. Offered 1994 and alternate years.

Lecs, M W 10:10; labs, M W 2-4:25.

M. Luckow.

An introduction to the study of ferns and seed plants with an emphasis on cultivated families and genera. Lectures will cover the principles and methods of systematics, basic rules of nomenclature, and relationships between families, all in the context of cultivated plants. Laboratories will teach sight identification of important plant families and identification of unknowns using analytic keys.

### HORT 300 Garden and Interior Plants I

Fall. 3 credits. Fee for lecture-laboratory manual: \$35.

Lecs, T R 10:10; lab, T 2-4:25.

R. G. Mower.

A study of ornamental plants used in garden and interior situations. The first seven weeks cover primarily herbaceous annuals and perennials, with the laboratory devoted to various practical gardening activities. The remainder of the semester covers the major kinds of foliage and flowering plants used in the home and in other interior landscape situations. Emphasis is on identification, use, and general cultural requirements.

### HORT 301 Garden and Interior Plants II

Spring. 3 credits. Prerequisite: HORT 300 or permission of instructor. Fee for lecture-laboratory manual: \$35.

Lecs, M W 11:15; lab, M 2-4:25.

R. G. Mower.

A continuation of Horticultural Sciences 300. The first seven weeks are devoted to a further study of interior plants, with emphasis on

specialized groups of interior plants such as orchids, cacti and succulents, gesneriads, ferns, palms, and bromeliads. The second seven weeks are devoted to outdoor herbaceous plants, such as tulips, daffodils, crocuses, and irises, as well as other spring-blooming bulbs and perennial plants. Outdoor laboratories emphasize practical gardening activities appropriate to the spring season.

**HORT 325 Practical Aspects of Postharvest Handling of Horticultural Crops**

Spring. 3 credits. Offered alternate years. Not offered spring 1996.

Lecs, M W 9:05; lab, T 1:25-4:25.

J. R. Hicks.

A study of changes that occur in horticultural crops between harvest and consumer. Practices that affect the rate of change and the final effect on quality of the commodity are discussed. Maturity/quality indices, preharvest treatments, and harvesting/handling practices and storage/transportation requirements of selected horticulture crops are covered.

**HORT 330 Turfgrass Management**

Fall. 3 credits. Prerequisite: SCAS 260. Offered alternate years. Not offered 1995-96.

Lec, M W F 11:15; lab, F 1:25-3:20.

A. M. Petrovic.

Study of the scientific principles involved in the management of golf courses, athletic fields, parks, industrial grounds, and sod production. Considerations given to principles of establishment, mowing, irrigation, growth and development, species selection, and nutrition in the management of turfgrass sites.

**HORT 335 Woody Plant Materials for Landscape Use**

Fall. 3 credits. Limited to 30 students. Primarily for landscape architecture majors. Fee for lecture-laboratory manual, \$35.

Lec, M W 9:05; lab, R 1:25-4:25.

R. G. Mower.

A study of the trees, shrubs, vines, and ground covers used in landscape plantings in the northeastern United States. Emphasis is on leaf identification and on characteristics that determine the usefulness of each as landscape subjects.

**HORT 400 Principles of Plant Propagation**

Fall. 3 credits. Prerequisites: BIOPL 242 and 244 or another course in plant physiology.

Lecs, T R 9; lab, R 1:25-4:25.

K. W. Mudge.

Sexual (seed) propagation and vegetative (asexual) propagation including cutting, graftage, tissue culture, layering and specialized vegetative reproductive structure. Physiological, environmental, and anatomical principles are stressed in lecture and hands-on experience in laboratories. Examples include both temperate as well as tropical horticulture, agronomic, and forestry crops.

**[HORT 405 Physiology of Horticultural Plants]**

Spring. 4 credits. Prerequisites: BIOPL 242 and 244; 341 or permission of instructor. Not offered 1994-95.

Lec, M W F 8; lab to be arranged. Staff.

A study of the physiology of growth and development of horticultural plants in response to their environment.]

**HORT 410 Principles of Crop Production in Controlled Environments**

Spring. 3 credits. Prerequisites or corequisite: HORT 411. Two afternoon field trips required.

Lecs, W F 8; lab, R 2-4:25. T. C. Weiler.

Study of several controlled-environment agriculture (CEA) crops; including cut, pot and bedding ornamentals; vegetables and fruits briefly covered; emphasis on predictive harvesting through environmental, physical, and chemical management of growth and development. Each student will grow one or more crops.

**HORT 411 Principles of Controlled Environment Agriculture (CEA)**

Spring. 3 credits. Prerequisite: permission of instructor. Cost of field trip: \$80+.

Lecs, T R 10:10-12:05. One 3-day field trip required. T. C. Weiler and staff.

Basics and issues related to managing agricultural production in environmentally optimized facilities. Survey of CEA as an agricultural alternative, technology basics, systems and practices; world centers of production, structures, systems and equipment, materials handling, heating and cooling, lighting, fertilizing and irrigation, environmental stewardship, integrated pest management, business management, and human resource management.

**HORT 412 Case Studies of Controlled Environment Agriculture (CEA)**

Spring. 1 credit. Prerequisite or corequisite: HORT 411.

Lab three hours per week as scheduled.

R. W. Langhans, J. D. Novak, and

G. B. White.

Analysis of actual CEA enterprises regarding adoption of technology, crop culture, operations management, and/or marketing.

**HORT 413 Computer-Assisted Management in Controlled Environment Agriculture (CEA)**

Spring. 1 credit. Prerequisite or corequisite: HORT 411.

Lab three hours per week to be scheduled.

R. W. Langhans.

Application of computer software to operations management and environmental management of a CEA facility—including specifications for facilities, optimization of resource inputs (e.g., energy, fertilizer), crop programming, efficient space use, labor efficiency (time and motion), and inventory management.

**HORT 420 Principles of Nursery-Crop Production**

Fall. 4 credits. Prerequisite: HORT 400.

Lecs, M W F 9:05; lab, M 2-4:25; field trips are included. G. L. Good.

Principles of commercial production of nursery crops to marketable stage, including postharvest handling and storage. Term project required. Field trips are made to commercial nurseries.

**HORT 425 Horticultural Sales and Service Businesses**

Spring. 4 credits. Prerequisites: AG EC 240 or permission of instructor. Cost of field trip approximately \$100.

Lecs, M W F 10:10; lab W 1:25-4:25.

C. F. Gortzig and I. M. Lekstutis.

A study of the application of horticultural, marketing, and management principles and practices in the operation of horticultural sales and service firms, e.g., garden centers, retail florist and nursery stores, wholesale marketing

operations, mail-order businesses, mass markets, interior and outdoor landscape-service and related firms. Weekly field trips to commercial operations and one 3-4-day field trip to a metropolitan area (cost approximately \$150.00) are taken.

**HORT 430 Special Topics in Ornamental Plants**

Fall or spring. Credit to be arranged.

Primarily for upperclass floriculture and ornamental horticulture majors. Prerequisites: HORT 230, 300, 301, 335, or the equivalent, and permission of instructor.

Hours to be arranged. R. G. Mower.

Topical subjects in plant materials. Independent and group study of important groups of woody and herbaceous plant materials not considered in other courses. The topic is given in the supplementary announcement.

**[HORT 435 Landscape Management]**

Fall. 4 credits. Prerequisites: HORT 230 or 335, and BIO PL 241 or permission of instructor.

Lec, M W F 12:20-1:10; lab T 1:25-4:25.

D. A. Rakow. Not offered 1994-95.

A study of the practices involved in the planting and maintenance of woody ornamental plants in the landscape. The major emphases will be on planting and post-planting techniques, water and fertilization management, pruning, and general tree care. The lectures will focus on the physiological bases for essential management principles. Labs have a hands-on focus.]

**HORT 442 Small Fruits**

Fall. 3 credits. Offered even years.

Lecs, M W 9; lab, M 1:25-4:25. M. P. Pritts.

A study of the evolution, breeding history, and physiology of strawberries, raspberries, blackberries, blueberries, and other minor small fruit crops, and of cultural practices that influence productivity, fruit quality, and pest damage. Marketing and economics will be considered, and alternative production practices for both commercial and home gardeners will be discussed.

**[HORT 444 Viticulture]**

Fall. 3 credits. Offered odd years. Not offered fall 1994.

Lecs, T R 9:05; lab, R 2-4:25. L. L. Creasy.

Grape growing, with emphasis on the viticulture of the Great Lakes region, is presented as a series of decisions on varieties, sites, vine management, and vine protection. Those decisions are based on meteorology, soils, vine and grape anatomy and physiology, and protection of the vine and grapes from injury.]

**[HORT 445 Orchard Management]**

Spring. 3 credits. Prerequisite: HORT 200. S-U grades optional. Offered even years. Not offered 1995.

Lecs, T R 10:10; lab, T 1:25-4:25.

I. A. Merwin.

The science of fruit tree production in temperate climates, including site evaluation and improvement, fruit variety and rootstock selection, tree propagation, planting, pruning, and training systems, the physiology of flowering and fruit development, dormancy and cold hardiness, tree nutrition and water relations, fruit harvesting and storage, and integrated pest management. Emphasis is on agroecological principles and hands-on practice in orchard lab-sessions and field trips.]

**[HORT 450 Soil Management and Nutrition of Perennial Crops]**

Fall. 3 credits. Offered odd years. Not offered fall 1994.

Lecs, M W 8; lab, M 1:25-4:25.  
W. C. Stiles.

Fundamentals of mineral nutrition and soil management for perennial horticultural crops. Mineral nutrition aspects deal with diagnostic techniques, interpretation of tissue and soil analyses, and nutrient requirements for optimizing crop performance. Soil management effects on crop performance, nutrient relationships, and interaction with other components of crop production systems are emphasized.]

**HORT 455 Fertility Management and Nutrition of Vegetable Crops**

Fall. 3 credits. Prerequisite: SCAS 260 or equivalent.

Lecs, M W 10:10; lab and disc, M 2-4:25.  
P. Minotti.

The course deals with both major and minor elements including fertilization programs, interpretation of tissue and soil analyses, nutrient interactions, induced deficiencies, toxicities as well as the effects of organic matter, crop residues, and specific crop sequences. The course emphasizes hands-on field and greenhouse experiments and small group discussions.

**HORT 460 Plant-Plant Interactions**

Spring, weeks 1-6. 2 credits. Prerequisite: any crop production course or permission of instructor.

Lecs, M W F 10:10; lab, M 2-4:25; disc, R or F 1, 2, or 3 (1 hr). H. C. Wien.

The manner in which plants interfere or positively interact is examined for the management of cropping systems. Competitive and chemical interactions are considered between weeds and crops, among crops in polyculture, and between individuals in monoculture. Examples will be taken from both temperate and tropical monoculture and intercropping systems.

**HORT 462 Vegetable Crop Physiology**

Spring, weeks 7-14. 3 credits. Prerequisites: HORT 225 and BIOL 242.

Lecs, M W F 10:10; lab, M 2-4:25; disc, R or F 1, 2, or 3 (1 hr). H. C. Wien.

Study of the physiological processes that determine the timing, quantity, and quality of vegetable crop yield. Processes of flower induction, fruit set, fruit growth, and the relations between vegetative and reproductive growth are covered. The course emphasizes practical hands-on greenhouse experiments and weekly small-group discussions.

**HORT 465 Vegetable Varieties and Their Evaluation**

Fall, weeks 1-7. 2 credits. Prerequisites: HORT 225 or permission of instructor. S-U grades only.

Lecs, W F 8; lab, F 1:25-4:25. D. Wilcox and H. C. Wien.

Principles of vegetable variety evaluation and selection of techniques in relation to program objectives. Morphology, yield, and quality of selected crops will be studied in the field. The seed industry will be briefly discussed.

**HORT 470 Special Topics in Pomology**

Spring. 3 credits. Open to undergraduates by permission.

Hours to be arranged. Staff.

Selected topics are considered with respect to the current literature, experimental techniques, or applied technologies. Topics change from

one year to another and reflect the expertise and research interests of the professors who participate. Topics selected for each term will be announced several months before the term begins.

**HORT 491 Design and Plant Establishment (also Landscape Architecture 491)**

Fall. 3 credits. Prerequisite: HORT 230 or permission of instructor.

Lecs, T R 12:20; studio, R 1:25-4:25.  
N. L. Bassuk and P. J. Trowbridge.

This course will focus on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, we will be able to critically assess and modify potential planting sites, select appropriate trees, shrubs and ground covers for a given site, and learn the principles and practices of plant establishment both in the ground and in contained environments. Design followed by specifications and graphic details will be produced to implement these practices. Techniques for tree preservation and land reclamation/vegetation will be discussed.

**HORT 494 Special Topics in Horticulture**

Fall or spring. 4 credits maximum.

S-U grades optional.

Hours to be arranged. Staff. Two sections will be offered: Sec 01 Floriculture and Ornamental Horticulture; Sec 02 Fruit and Vegetable Science.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**HORT 495 Undergraduate Seminar**

Fall or spring. May be taken four times for one credit per semester. S-U grades only. Graduate students should enroll in HORT 602 (Fruit and Vegetable Science) or 635 (Floriculture and Ornamental Horticulture).

Section 1: Current topics in Floriculture and Ornamental Horticulture.

Fall only. 1 credit.

R 12:20. T. C. Weiler and staff.

Each week a staff member will develop a dialogue with students on a topic of current mutual interest. Topics and discussion leaders change by week and semester; topics will encompass planting design, exterior and interior landscape management, turfgrass management, urban horticulture, nursery management, plant materials, stress physiology, weed science, root zone ecology, horticultural sales and service business operation, and controlled environmental agriculture. Brief reading assignments may be distributed for completion by the next class.

Section 2: Current topics in Fruit and Vegetable Science.

Fall or spring. 1 credit.

Undergraduate participation in fruit and vegetable science departmental weekly seminar series.

R 4:00. D. Wilcox and I. A. Merwin.

**HORT 496 Internship in Horticultural Sciences**

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of student's adviser in advance of participation in internship programs. Students must register with an Independent Study form (available in 140 Roberts Hall) signed by the faculty

member who will supervise their study and assign their grade.

Staff.

**HORT 497 Independent Study in Horticultural Sciences**

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of instructor(s). Students must register with an Independent Study form (available in 140 Roberts Hall.) Independent study in horticultural sciences under the direction of one or more faculty members.

Hours to be arranged. Staff.

**HORT 498 Undergraduate Teaching Experience**

Fall or spring. Credit variable. S-U grades optional. Prerequisites: previous enrollment in course to be taught or equivalent, and written permission of the instructor. Students must register with an Independent Study form (available in 140 Roberts Hall.)

Hours to be arranged. Staff.

Designed to give qualified undergraduate students teaching experience through actual involvement in planning and teaching horticultural sciences courses under the supervision of departmental faculty members. This experience may include leading discussion sections; preparing, assisting in, or teaching laboratories; and tutoring.

**HORT 499 Undergraduate Research**

Fall or spring. Credit variable. S-U grades optional. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall.)

Hours to be arranged. Staff.

Undergraduate research projects in horticultural sciences.

**HORT 500 Master of Professional Studies (Agriculture) Project**

Fall or spring. 1-6 credits. (6 credits maximum toward MPS [Agriculture] degree). S-U grades optional.

Hours to be arranged. Graduate faculty.

A comprehensive project emphasizing the application of principles and practices to professional horticultural teaching, extension, and research programs and situations. Required of Masters of Professional Studies (Agriculture) candidates in the respective graduate fields of horticulture.

**HORT 602 Seminar in Fruit and Vegetable Science**

Fall or spring. 1 credit. Required of graduate students majoring or minoring in pomology or vegetable crops. Limited to graduate students. S-U grades only.

R 4:00. D. Wilcox and I. A. Merwin.

**[HORT 615 Quantitative Methods in Horticultural Research]**

Spring. Weeks 1-9. 2 credits. Prerequisite: BTRY 601, BTRY 602 or permission of instructor. S-U grades only. Not offered spring 1995.

T R 2:30-4:25. D. W. Wolfe.

Advantages and limitations of conventional experimental designs and analyses of greenhouse and field (including on-farm) experiments. Use and interpretation of plant growth analysis techniques. Discussions will include critical analysis of published data and research in progress.]



**HORT 620 Woody Plant Physiology**

Spring. 3 credits. BIOPL, BIOBM 331, CHEM 357, or equivalent, or permission of instructor. Offered odd years.

T R 8:30-9:55. M. P. Pritts and I. A. Merwin.

A detailed study of physiological processes in woody plants and how these processes influence crop production practices. Topics will include shoot and root growth, phytohormones, dormancy, photoperiodism, photosynthesis, respiration, carbon and nitrogen metabolism, water relations, and fruiting. Several faculty members participate in teaching.

**[HORT 625 Advanced Postharvest Physiology of Horticultural Crops]**

Spring. 3 credits. Prerequisite: BIOPL 242 and/or HORT 325. Offered alternate years. Not offered spring 1995.

Lecs, T R 10:10. Disc session to be arranged. P. M. Ludford.

Physiological and biochemical aspects of growth and maturation, ripening, and senescence of harvested horticultural plant parts. Topics include morphological and compositional changes during ripening and storage life, some physiological disorders, aspects of hormone action and interactions, and a consideration of control.]

**HORT 629 Special Topics in Plant Science Extension (also Plant Breeding 629)**

Spring. 2 credits. Offered alternate years. F 1:25-4:25. W. D. Pardee.

Designed for graduate students and advanced undergraduates to provide a broader knowledge of cooperative extension philosophy and methods. Developed for students interested in extension and research in public and commercial organizations. Topics relate to extension in other countries as well as in the United States.

**HORT 630 Current Topics in Postharvest Horticulture**

Fall or spring. 1 credit. Prerequisite: permission of instructor.

Hours to be arranged. G. D. Blanpied. Graduate students and staff report and discuss current topics in postharvest biology and technology of horticultural crops.

**HORT 635 Floriculture and Ornamental Horticulture: Current Topics in Horticultural Research**

Fall or spring. 1 credit. Limit: 15 students. Undergraduates should enroll in HORT 495. S-U grades only.

1 hour per week, to be arranged. T. H. Whitlow and staff.

Weekly graduate seminar to discuss current research in horticulture and related, often overlooked, disciplines. Format is weekly readings, informal presentations, and discussions.

**HORT 636 Current Topics in Horticulture**

Fall or spring. 1 credit. S-U grades only. 1 hour per week, to be arranged.

I. A. Merwin.

A seminar series on current topics chosen by participating students and faculty, on a rotating basis. Format consists of weekly discussion groups, with each participant presenting at least one oral report based on independent reading and/or experimentation relating to the chosen topic. Interested students should contact the designated instructor(s) for each term.

**HORT 694 Special Topics in Horticulture**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff. Two sections will be offered: Sec 01 Floriculture and Ornamental Horticulture; Sec 02 Fruit and Vegetable Science

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**HORT 700 Graduate Teaching Experience**

Fall or spring. Credit variable. Open only to graduate students. Undergraduates should enroll in HORT 498. S-U grades optional. Prerequisite: permission of instructor.

Hours to be arranged. Staff.

Designed to give graduate students teaching experience through involvement in planning and teaching courses under the supervision of departmental faculty members. The experience may include leading discussion sections, preparing, assisting in, or teaching lectures and laboratories; and tutoring.

**HORT 800 Thesis Research, Master of Science**

Fall or spring. Credit to be arranged. S-U grades only. Staff.

**HORT 900 Thesis Research, Doctor of Philosophy**

Fall or spring. Credit to be arranged. S-U grades only. Staff.

**INTERNATIONAL AGRICULTURE****INTAG 300 Perspectives in International Agriculture and Rural Development**

Fall. 2 credits.

F 1:25-3:20. E. Erickson.

A forum to discuss both contemporary and future world food issues and the need for an integrated, multidisciplinary team approach in helping farmers and rural development planners adjust to the ever-changing food needs of the world.

**INTAG 402 Agriculture in Tropical America**

Fall. 2 credits. Prerequisite: Upper class or graduate standing.

F 1:25-3:20. H. D. Thurston and staff.

A preparatory course for participation in International Agriculture 602. Physical resources, vegetation, history, crop and animal production, and various social and economic aspects of agriculture in tropical America will be discussed.

**INTAG 403 Traditional Agriculture in Developing Countries**

Fall. 1 credit. S-U only.

T 8-8:50. H. D. Thurston, D. Bates, R. Blake, J. Lassoie, A. Power, T. Scott, and T. Steenhuis.

Today, perhaps over half of the world's arable land is farmed by traditional farmers. They developed sustainable agriculture practices which allowed them to produce food and fiber for millennia with few outside inputs. Many of these practices have been forgotten in developed countries but are still used by many traditional, subsistence, or partially

subsistence farmers in developing countries. The course will examine traditional systems from several disciplinary points of view.

**INTAG 414 Cultivation and Improvement of Cereal Crops**

Spring. 1 credit. Prerequisite: An introductory biology or crops course (BIO G 101, HORT 102, SCAS 311 or equivalent) and SCAS/BIO G 473. Offered alternate years. Not offered 1995-96.

M W F 11:15. M. E. Smith and staff.

An introduction to characteristics, culture, and improvement of important cereal crops of the tropics and subtropics, including agronomic, economic, and social aspects. Emphasizes maize and rice. Lectures feature slides and other illustrative material based on experiences in the tropics and discussion of current issues relating to tropical cereal crops. This is the first of three 1-credit modules, including INTAG 416 and INTAG 418, each taught for one-third of the semester.

**INTAG 416 Cultivation and Improvement of Root, Tuber, and Plantain Crops**

Spring. 1 credit. Prerequisite: An introductory biology or crops course (BIO G 101, HORT 102, SCAS 311, or equivalent) and SCAS/BIO G 473. Offered alternate years. Not offered 1995-96.

M W F 10:10. H. D. Thurston.

An introduction to tropical root, tuber, and plantain crops, their importance, their culture, and their food, feed, and industrial uses. The cultural and socio-economic role of these crops in tropical societies will be considered, as well as the negative and positive aspects of their production and utilization. This is one of three 1-credit modules, including INTAG 414 and INTAG 418, each taught for one-third of the semester.

**INTAG 418 Horticultural Crops in the Tropics**

Spring. 1 credit. Prerequisite: An introductory biology or crops course (BIO G 101, HORT 102, SCAS 311 or equivalent) and SCAS/BIO G 473. Offered alternate years. Not offered 1995-96.

M W F 11:15. I. Merwin, E. Figueroa, and C. Wien.

A survey of fruit and vegetable crops of economic and/or dietary importance in the tropics. The natural history of horticultural crops, major regions and methods of production, domestic and export marketing systems, and various technological, ecological, and social factors that affect tropical fruit and vegetable production will be emphasized. This is one of three 1-credit modules, including INTAG 414 and INTAG 416, each taught for one-third of the semester.

**INTAG 599 International Agriculture and Rural Development Project Paper**

Fall and spring. 1-6 credits. Limited to M.P.S. candidates in International Agriculture and Rural Development. S-U grades only. Staff.

**INTAG 602 Agriculture in the Developing Nations**

Spring. 3 credits. Prerequisites: INTAG 300 or equivalent, INTAG 402, and permission of instructors. Cost of field-study trip includes air fare and approximately \$400 for lodging, meals, and personal expenses.

T R 2:30-4:25 until midterm only.

R. W. Blake.

Oriented to provide students an opportunity to observe agricultural development in a tropical environment and promote interdisci-

plinary exchange among staff and students. The two-week field-study trip during January to Latin American countries is followed by discussions and assignments dealing with problems in agriculture and livestock production in the context of social and economic conditions.

**INTAG 603 Administration of Agricultural and Rural Development (also Government 692)**

Spring. 4 credits.

M 2:30-5:00. N. T. Uphoff, L. W. Zuidema, and L. Stifel.

An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students trained in agricultural and social sciences who are likely to have administrative responsibilities during their professional careers.

**INTAG 650 Special Topics in International Agricultural and Rural Development**

Fall or spring. 1-3 credits.

Staff.

A seminar for new themes of agricultural and rural development. Offered occasionally. Specific content varies.

**INTAG 685 Training and Development: Theory and Practice (also Communication 685, Education 685 and Industrial and Labor Relations 658)**

Spring and summer. 4 credits. S-U grades optional. Charge for materials \$45.

Lec, F 9:05-12:05; lab, 1 hour per week, to be arranged. At Communication Graduate Center. R. Colle, M. Ewert, D. Deshler.

Analysis, design, and administration of training programs for the development of human resources in small-farm agriculture, rural health and nutrition, literacy as nonformal education, and general community development. Designed for scientists, administrators, educator-trainers, and social organizers in rural and agricultural development programs in the U.S. and abroad.

**INTAG 703 Seminar for Special Projects in Agricultural and Rural Development**

Fall and spring. 1 credit. Required for graduate students enrolled in the M.P.S. (Agr.) degree program and majoring in international agricultural and rural development; others with permission of the program director. S-U grades only.

M 12:20-2:15. R. W. Blake and L. W. Zuidema.

The seminar provides students with the opportunity to develop and present their special projects. It also serves as a forum for discussion of current issues in low-income agricultural and rural development, with particular attention to interdisciplinary complexities.

**Related Courses in Other Departments**

Sociotechnical Aspects of Irrigation (ABEN 754 and GOVT 644)

Introduction to Global Economic Issues (AG EC 100)

International Trade Policy (AG EC 430)

Economics of Agricultural Development (AG EC 464)

The World's Food (AG EC 660)

Seminar on Agricultural Trade Policy (AG EC 730)

Macro Policy in Developing Countries (AG EC 763)

Tropical Livestock Production (AN SC 400)

Tropical Forages (AN SC 403)

Southeast Asia Seminar: Country Seminar

(ASIAN 601 and 602)

Plants and Civilization (BIOPL 246)

Food, Agriculture, and Society (BIOES 469)

Seminar in International Planning (CRP 671)

Seminar in Project Planning in Developing Countries (CRP 675)

Intercultural and Development Communication (COMM 612)

Communication in the Developing Nations (COMM 624)

Comparative Studies in Adult Education (EDUC 483)

[Planning Educational Systems (EDUC 678) Not offered 1994-95.]

[Designing Extension and Continuing Education Programs (EDUC 681) Not offered 1994-95.]

[Community Education and Development (EDUC 682) Not offered 1994-95.]

International Postharvest Food Systems (FOOD 447)

[Political Economy of Change: Rural Development in the Third World (GOVT 648) Not offered 1994-95.]

International Environmental Issues (NTRES 400)

Religion, Ethics, and the Environment (NTRES 407)

National and International Food Economics (NS 457)

International Nutrition Problems, Policy, and Programs (NS 680)

International Nutrition Seminar (NS 698)

Special Topics in International Nutrition (NS 699)

Introduction to Plant Breeding (PL BR 201)

Plant Diseases in Tropical Agriculture (PL PA 655)

Rural Sociology and International Development (R SOC 205)

Comparative Issues in Social Stratification (R SOC 370)

[Gender Relations, Gender Ideologies, and Social Change (R SOC 425) Not offered 1994-95.]

Social Demography (R SOC 438)

Population, Environment, and Development in Sub-Saharan Africa (R SOC 495)

Contemporary Sociological Theories of Development (R SOC 606)

Land Reform, Old and New (R SOC 643)

[Social Movements in Agrarian Society (R SOC 723) Not offered 1994-95.]

[The Political Economy of Policy and Planning in Third World States (R SOC 725) Not offered 1994-95.]

[Production of Tropical Crops (SCAS 314) Not offered 1994-95.]

Properties and Appraisal of Soils of the Tropics (SCAS 471)

Ecology of Agricultural Systems (SCAS 473, and BIOES 473)

## LANDSCAPE ARCHITECTURE

P. J. Trowbridge, Program Coordinator;  
M. I. Adleman, S. Baugher, H. W. Gottfried,  
P. H. Horrigan, T. H. Johnson, D. W. Krall,  
L. J. Mirin, R. T. Trancik, K. A. Wolf

**LA 141 Freehand Drawing**

Fall. 3 credits. Limited to 25 students.

S-U grades optional.

Studios, T R 2:30-4:25. P. H. Horrigan. Developing ability in freehand observation drawing. Freehand still life, landscape, figure, and perspective drawing will be included. Weekly sketchbook assignments.

**LA 142 Introduction to Landscape Architecture**

Spring. 4 credits. Limited to approximately 20 students; freshman landscape architecture majors or permission of instructor. Cost of basic drafting equipment and supplies, about \$200.

Lecs, T R 1:25; studio, T R 2:30-4:25.

D. W. Krall.

Fundamentals of landscape design applied to residential and other small-scale site-planning projects. Work in the studio introduces course participant to the design process, design principles, construction materials, planting design, and graphics.

**LA 201 Design, Composition, and Theory**

Fall. 6 credits. Limited to landscape architecture majors. Cost of basic drafting equipment and supplies, about \$200; expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. M. I. Adleman.

Basic design principles and processes applied to the design of the outdoor environment. Studio projects focus on the analysis, organization, and form of outdoor space through the use of three-dimensional components including structures, vegetation, and earthform.

**LA 202 Design, Composition and Theory**

Spring. 6 credits. Prerequisite: LA 201 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. T. H. Johnson.

Understanding the role of basic design, design theory, and design languages in landscape architectural projects.

**LA 261 Urban Archaeology (also CRP 261)**

Fall. 3 credits.

Lec, R 1:25-4:25. S. Baugher.

Urban archaeologists study American Indian, colonial, and nineteenth-century sites which now lie within the boundaries of modern cities. This course explores how urban centers evolve; what lies beneath today's cities; and how various cultures have altered the urban landscape. Students will participate in a local archaeological excavation.

**LA 301 Site Design and Detailing**

Fall. 6 credits. Prerequisite: LA 202 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. P. H. Horrigan.

Course participants will be engaged in the art and science of site-scaled design. This includes gardens, parks, and residential projects, their design and technical solutions.

**LANAR 302 Site Design and Detailing\***

Spring. 6 credits. Prerequisite: LA 301 with a grade of C or better. Cost of supplies, about \$200; expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. L. Mirin.

\*Offered through the College of Architecture, Art, and Planning.

**LA 310 Site Engineering**

Fall. 4 credits. Prerequisite: permission of instructor.

Lecs, studios, M W F 9:05-11. M. I. Adleman.

Lectures and studio projects focusing on the development of a working knowledge of site grading, earthwork, storm-water management, site irrigation, site layout, and road alignment.

**LA 312 Site Construction**

Spring. 4 credits. Prerequisite: permission of instructor.

Lecs, M W 9:05; studios, T R 9:05-11. P. J. Trowbridge.

The design and use of construction materials, also including specifications, cost estimates, and methods used by landscape architects in project implementation. The course includes lectures, studio problems, and development of drawings leading to construction documentation for a selected project. Students will construct detail material prototypes and models.

**LA 360 Pre-Industrial Cities and Towns of North America (also CRP 360)**

Spring. 3 credits.

Lec, R 1:25-4:25. S. Baugher.

Various American Indian civilizations as well as diverse European cultures have all exerted their influences on the organization of town and city living. Each culture has altered the landscape in their own unique way as they created their own built environments.

**LA 363/547 American Indians, Planners, and Public Policy (also CRP 363/547)**

Spring. 3 credits.

Lec, M 7:00-10:00 p.m. S. Baugher.

Decisions made by public agencies and private enterprise too often lead to the flooding, polluting, strip-mining, or other destruction of American Indian reservations, archaeological sites, and burial grounds. The central focus of the course is how to address urban and regional problems without imperiling the cultural survival of minorities.

**LA 382 The American Landscape**

Spring. 3 credits.

Lecs, T R 10:10-12:05. H. Gottfried.

An interdisciplinary survey of the cultural history of the American landscape, including perceptions of landscape as expressed in paintings, photographs, and literature. Landscape values, the relation of society to landscape, landscape use, and the history of regional and national landscapes are general topics, all seen within the context of interactions between natural and cultural systems.

**LA 401 Urban Design and Planning**

Fall. 6 credits. Prerequisites: LA 302 with a grade of C or better. Cost of supplies, about \$200; basic expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. Required field trip. R. T. Trancik.

A sequence of projects introducing students to advanced skills in large-scale spatial design, and historic precedent in an urban context.

**LA 402 Advanced Project Studio**

Spring. 6 credits. Prerequisite: completion of LA 401 or the study abroad option with a grade of C or better. Cost of supplies and reproductions, about \$200; basic expenses for field trips, about \$200.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. M. I. Adleman.

Site design and construction projects introduced as an evaluation of each student's professional competency in landscape architecture.

**LA 410 Autocad Autotutorial**

Fall or spring. 1-5 credits. Offered to landscape architecture students only. Limited to 15 students.

P. J. Trowbridge, K. M. Flahive.

An introductory course in computer-aided design and drafting. Course participants will work on IBM work stations with instructional guidance. Auto-tutorial format for the course will give participants a demonstrated ability to problem-solve and generate increasingly complex graphic displays.

**LA 411 Landcadd Autotutorial**

Fall or spring. 1-5 credits. Prerequisite: LA 410. Limited to 15 students.

P. J. Trowbridge, K. M. Flahive.

An advanced computer-aided course that focuses upon a wide variety of applications including site design and assessment, irrigation, construction detailing, profile and property boundary calculation, planting plans, and many other applications.

**LA 412 Professional Practice**

Spring. 1 credit.

Lec, M 11:15. K. Wolf.

Presents the student with a comprehensive understanding of the role of the professional landscape architect and the problems and opportunities one may encounter in an office or other professional situations. Topics discussed include practice diversity, marketing professional services, office and project management, construction management, computers in the profession, and ethics.

**LA 480 Principles of Spatial Design and Aesthetics (also City and Regional Planning 481/581)**

Fall. 3 credits. Course enrollment is restricted to Landscape Architecture and Planning students, or permission of instructor.

Lecs, M W 10:10; disc, F 10:10.

R. T. Trancik.

A lecture course that introduces the spatial and visual design vocabularies of cities. Aesthetic principles and theories of design are investigated for different types of urban spaces drawn from a variety of international examples, historic and modern. Included in the course are design methods and applications in the contemporary urban context of Europe and North America.

**LA 483 Design Criticism**

Spring. 2 credits.

Lecs, W F 11:15. H. Gottfried.

A practicum in writing environmental design criticism. Emphasis on impressionistic writing, on analytical descriptions and interpretations or works, and on the role of criticism in environmental design discourse.

**LA 491 Design and Plant Establishment (also HORT 491)**

Fall. 3 credits. Prerequisites: FOH 230 or permission of instructor.

Lecs, T R 12:20; studio, R 1:25-4:25.

N. Bassuk and P. Trowbridge.

This course will focus on the establishment of woody and herbaceous plants in urban and garden settings. By understanding the special constraints placed on plants, we will be able to critically assess and modify potential planting sites, select appropriate trees, shrubs, and ground covers for a given site, and learn about the principles and practices of plant establishment both in the ground and in contained environments. Design followed by specifications and graphic details will be produced to implement these practices. Techniques for tree preservation and land reclamation/revegetation will also be discussed. Field work includes chemical and physical analysis of soils, vegetation, and site assessment.

**LA 494 Special Topics in Landscape Architecture**

Fall or spring. 1-3 credits; may be repeated for credit. S-U grades optional.

Staff.

Topical subjects in landscape architectural design, theory, history, or technology. Group

study of topics not considered in other courses.

**LA 497 Individual Study in Landscape Architecture**

Fall or spring. 1-5 credits; may be repeated for credit. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Staff.

Work on special topics by individuals or small groups.

**LA 498 Undergraduate Teaching**

Fall or spring. 1-3 credits. Prerequisites: previous enrollment in course to be taught and permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grade optional.

Hours to be arranged. Staff.

Designed to give qualified undergraduates experience through actual involvement in planning and teaching courses under the supervision of department faculty.

**LA 501 Theory, Composition, and Design**

Fall. 6 credits. Limited to graduate students. Cost of drafting supplies about \$200. Field trip about \$250.

L. Mirin.

Basic design principles and processes applied to the design of the outdoor environment. Studio projects focus on the analysis, organization, and form of outdoor space through the use of three-dimensional components including structures, vegetation, and earthform.

**LA 502 Design, Composition, and Theory**

Spring. 6 credits. Limited to graduate students. Cost of drafting supplies, about \$200; expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. P. H. Horrigan.

The studio will focus on the spatial design of project-scale site development. Students will develop their expertise in applying the design theory, vocabulary, and graphic expression introduced in LA 501.

**LA 505 Graphic Communication I**

Fall. 3 credits. Prerequisites: concurrent enrollment in LA 501 or permission of instructor.

Lecs, T R 9:05; studios, T R 10:10-12:05. T. Johnson.

Basic skills in graphic presentation, including pencil-and-ink drawing and drafting techniques applicable to landscape architecture projects. Basic design in freehand drawing, orthographic projection, axonometric projection, and lettering are covered in the course.

**LA 506 Graphic Communication II**

Spring. 3 credits. Prerequisites: LA 505 and concurrent enrollment in LA 502 or permission of instructor.

Lecs, W F 9:05-12:05. P. H. Horrigan.

Graphics studio focusing upon observation and freehand drawing, color theory and technique, perspective, and analytical drawing.

**LA 514 Advanced Site Grading**

Spring. 3 credits. Limited to 8 students. Prerequisite: LA 310 or LA 610.

Lec, M 10:10; studios, W F 10:10-12:05.

M. I. Adleman.

Grading skills and knowledge applied as a design component of site planning projects.

**LANAR 520 Contemporary Issues in Landscape Architecture\***

Fall. 2 credits.

L. Mirin.

\*Offered through the College of Architecture, Art, and Planning.

**LANAR 524 History of European Landscape Architecture\***

Spring. 3 credits.

L. Mirin.

\*Offered through the College of Architecture, Art, and Planning.

**LA 525 History of American Landscape Architecture\***

Fall. 3 credits.

L. Mirin.

\*Offered through the College of Architecture, Art, and Planning.

**LA 569 Archaeology on Preservation Planning and Landscape (also CRP 569)**

Fall. 3 credits.

Lec, M 7:00-10:00 p.m. S. Baugher.

In response to federal, state, and local legislation, archaeology now plays an important role in design, planning, and land-use decisions. Students develop the research skills needed to complete environmental review projects and historic landscape plans.

**LA 590 Graduate Seminar in Landscape Architecture**

Fall. 3 credits.

T R 11:15. H. Gottfried.

For graduate students in their last year of study. Seminar in the development of the discipline and research methods, culminating in a thesis proposal.

**LA 601 Project Design and Application**

Fall. 6 credits. Limited to graduate students. Cost of supplies, about \$200; expenses for field trip, about \$250.

Lecs, M W F 1:25; studios, M W F 2:30-4:25. Required field trip. T. Johnson.

Changes in design theory since 1970 in the form of design language archetypes and the application of this knowledge to the transformation of an American place.

**LA 602 Urban Design and Planning (also CRP 555)**

Spring. 6 credits. Limited to graduate students. Cost of supplies, about \$200; expenses for field trip, about \$250.

Lecs, M T R 1:25; studios, M T R 2:30-4:25. R. T. Trancik and staff.

Application of urban-design and town-planning techniques to specific contemporary problems of city environments. Issues of urbanism are investigated and applied to physical design interventions and spatial typologies involving the street, square, block, garden, and park systems. Urban land-use development and public and private implementation of urban-design plans are examined. This is a specially arranged collaborative studio with the Department of City and Regional Planning.

**LA 610 Site Engineering**

Fall. 4 credits. Prerequisite: permission of instructor.

Lec, studios, M W F 9:05-11.

M. I. Adleman.

Lectures and studio projects focusing on the development of a working knowledge of site grading, earthwork, storm-water management, site irrigation, site layout, and road alignment.

**LA 612 Site Construction**

Spring. 4 credits. Prerequisite: permission of instructor.

Lecs, M W 9:05; studios, T R 9:05-11.

P. J. Trowbridge.

Construction materials, specifications, cost estimates, and methods used by landscape architects in project implementation. The course includes lectures, studio problems, and development of construction documentation for a selected project. Students will construct prototypes using landscape construction materials.

**LA 666 Pre-Industrial Cities and Towns of North America (also CRP 666)**

Spring. 3 credits.

Lec, R 1:25-4:25. S. Baugher.

Various American Indian civilizations as well as diverse European cultures have all exerted their influences on the organization of town and city living. Each culture has altered the landscape in their own unique way as they created their own built environments.

**LA 680 Graduate Seminar in Landscape Architecture**

Fall or spring. 1-3 credits. May be repeated for credit. Limited to graduate students. S-U grades optional.

Staff.

Topical subjects in landscape architectural design, theory, history, or technology. Seminar topics and group study not considered in other courses.

**LA 694 Special Topics in Landscape Architecture**

Fall or spring. 1-3 credits; may be repeated for credit. S-U grades optional.

Staff.

Topical subjects in landscape architectural design, theory, history, or technology. Group study of topics not considered in other courses.

**LA 701 Natural Systems and Site Design Studio**

Fall. 6 credits. Limited to graduate students. Cost of drafting supplies, about \$200; expenses for field trip, about \$250.

Lecs, M T R 1:25; studios, M T R 2:30-4:25. Required field trip. P. J. Trowbridge and H. Gottfried.

The studio focuses upon site and regionally based project scales that have as a primary concern natural systems. Projects may have nature-like or garden-like design expressions inherent in the studio exercises. Design knowledge of hydrology soils, plant associations, culture, geography, history, and microclimate are necessary to engage studio projects.

**LA 800 Master's Thesis in Landscape Architecture**

Fall or spring. 9 credits.

Hours to be arranged. Staff.

Independent research, under faculty guidance leading to the development of a comprehensive and defensible design or study related to the field of landscape architecture. Work is expected to be completed in final semester of residency.

**NATURAL RESOURCES**

D. J. Decker, chair; R. A. Baer, M. B. Bain, B. L. Bedford, H. Carter, T. J. Fahey, T. A. Gavin, J. W. Gillett, J. Jacobson, J. W. Kelley, B. A. Knuth, M. E. Krasny, C. C. Krueger, J. P. Lassoie, R. A. Malecki, B. P. May, R. J. McNeil, A. N. Moen, R. T. Oglesby, M. E. Richmond, J. Schelhas, C. L. Schofield, S. Sheaffer, R. Slothower, C. R. Smith, L. H. Weinstein, B. T. Wilkins, J. B. Yavitt, W. D. Youngs

**NTRES 100 Principles of Conservation**

Fall. 3 credits. Limited to students specializing in natural resources or with permission of instructor.

Lecs, M W F 9:05; 1-hr disc to be arranged. R. T. Oglesby.

The nature of natural resources, how they are managed, and their interactions with individuals and societies are considered. Case histories are used to illustrate both principles and practices. Emphasis will be on management of renewable resources based on ecological and cultural perspectives.

**NTRES 101 The Environment**

Spring. 2 or 3 credits.

Lec M 7:30-9:30 p.m. Optional 1-hr disc sec to be arranged. R. T. Oglesby.

An overview of Earth's environmental problems. Lectures will be presented by a series of Cornell's most distinguished authorities and by visiting experts on issues such as global climate change, loss of biological species, destruction of the stratospheric ozone layer and degradation of our planet's oceans. Students may not receive credit for NTRES 101 and 201 (Environmental Conservation). Students enrolled in NTRES 201 may earn one additional credit by attending lectures and registering for NTRES 494.

**NTRES 107 Introduction to Resource Management**

Spring. 4 credits.

Lec, T R 10:10; lab, T or R 2:30-5. B. T. Wilkins.

Management of wildlife, fishery, and forest resources is explored with the assistance of common computer applications. Laboratory sessions enhance writing and analysis of data in DOS and Macintosh Environments. Several hours are required each week outside of class to complete succinct and increasingly complex assignments emphasizing developing results and their implications from data sets.

**NTRES 201 Environmental Conservation**

Spring. 3 credits.

Lecs, M W F 12:20; 1-hr disc to be arranged. T. J. Fahey.

As the end of the 20th century approaches, our lives are increasingly touched by questions about environmental degradation at local, regional, and global scales. Business as usual is being challenged. This course will stimulate you to go beyond the often simplistic portraits of the environmental dilemma offered by the mass media so that you will have a firmer basis for responsible citizenship and action on environmental issues.

**NTRES 210 Introductory Field Biology**

Fall. 4 credits. Limited to 90 students. Open to sophomores and juniors with an adviser in Natural Resources or by permission of instructor. Prerequisites: BIO G 101 and 102 or equivalent. Cost of field trips, approximately \$10.



Lec, W 9:05; labs, M W 1:25-4:25 or T R 1:25-4:25. 2 overnight field trips required. T. A. Gavin, C. R. Smith.

Introduction to methods of inventorying, identifying, and studying plants and animals. Students are required to learn the taxonomy, natural history, and how to identify approximately 150 species of vertebrates and 75 species of woody plants. Selected aspects of current ecological thinking are stressed. The interaction of students with biological events in the field and accurate recording of these events are emphasized.

#### **NTRES 215 Environmental Disruption and Regulation**

Summer, 6-week session. 3 credits. Open to high school students.

Lecs, M W 6:15-9:30 p.m. M. Heiman. The physical and social context of human-environmental interrelations in advanced industrial societies. Interest-group positions and the United States regulatory response on air and water pollution; toxic, nuclear, and solid waste management; and workplace hazards. The conflicts and compatibility of economic growth, social justice, and environmental quality.

#### **NTRES 230 Environment and Society**

Summer, 6-week session. 3 credits.

Lecs, M-F 11:30-12:45. G. M. Berardi and M. Heiman.

Introduction to societal and environmental factors affecting famine and starvation, "overpopulation," deforestation, water degradation and global warming. Topics include sustainable development, gene banks and biotechnology, nutritional and environmental policy, models for conservation, alternative futures. Case studies from the United States and underdeveloped countries. Optional field trips.

#### **NTRES 253 Integrative Resource and Environmental Management**

Spring. 3 credits. Prerequisites: NTRES 210 and BIOES 261.

Lecs, M W 10:10-11:00; Lab, W or F 2:30-4:15 or R 12:20-2:15. J. B. Yavitt. Analysis of complex interactions within biological systems, as well as human influences through management. Topics from both natural resources and environmental sciences will be addressed at organizational levels ranging from single species populations to a global perspective. Laboratory sessions emphasize use of models on microcomputers to develop strategies for dealing with resource and environmental problems.

#### **NTRES 270 Conservation of Birds**

Spring. 2 credits.

Lec, T R 11:15-12:05. C. R. Smith. A course for majors and nonmajors, focusing on bird conservation and management at the organism, population, community and landscape levels. Current resource management issues relevant to birds will be explored in the contexts of agricultural practices, habitat management, tropical deforestation, the design and management of natural preserves, endangered species management, global climate change and the economic importance of bird study as an outdoor recreational activity.

#### **NTRES 271 Conservation of Birds Laboratory**

Spring. 1 credit. Concurrent enrollment in NTRES 270 required. Limited to NTRES majors.

At least six required Saturday-morning field trips plus four indoor labs. C. R. Smith. A field-oriented course designed to teach skills of bird observation and identification based on the integration of field marks, songs and calls, and habitat cues. Topics covered will include the choice and effective use of field guides, binoculars, and other aids to bird identification; procedures for taking and organizing field notes; the relationships of birds to their habitats and to other birds; and methods and procedures for censusing and surveying songbird populations. Students are required to provide their own binoculars for field use.

#### **NTRES 301 Forest Ecology**

Fall. 3 credits. Prerequisite: Introductory Biology.

M W F 11:15. T. J. Fahey. A comprehensive analysis of the distribution, structure, and dynamics of forest ecosystems. Topics include paleoecology of forests, ecophysiology of forest trees, disturbance, succession and community analysis, primary productivity, and nutrient cycling.

#### **NTRES 302 Forest Ecology Laboratory**

Fall. 1 credit. Cost of weekend trip approximately \$30. Concurrent enrollment in NTRES 301 required.

M 1:25-4:25. Optional weekend trips. T. J. Fahey.

Field trips designed to familiarize students with the nature of regional forests and to provide experience with approaches to quantifying forest composition and its relation to environmental factors. Optional weekend field trips to Adirondacks and White Mountains, New Hampshire. Group research projects in local forests.

#### **NTRES 303 Woodlot Management**

Fall. 3 credits. Letter grades only.

Lecs, T R 10:10; lab, R 12:20-4:25. J. W. Kelley.

A practical, field-oriented course emphasizing multiple purpose management of small nonindustrial private forestland in the northeastern United States.

#### **NTRES 304 Wildlife Species Ecology**

Spring. 3 credits. Prerequisites: broad background in biology; this course is intended primarily for juniors, seniors, and graduate students.

Lec, M W F 11:15. Two weekly 2-hour labs to be arranged. A. Moen. This course focuses on the physiological, behavioral, and population characteristics of wild species, interactions among species, and their relationships with range characteristics and resources. Short field trips are taken weekly. Computer modeling is an integral part of the course.

#### **NTRES 305 Maple Syrup Production**

Spring. 2 credits. Limited to 20 students. Prerequisite: permission of instructor required. Letter grades only. Not offered 1994-95.

Lecs, T R 10:10; lab, R 12:30-4:30 (during sap season). J. W. Kelley. Students work in most phases of the Amot Forest maple operation and learn modern sap collecting, processing, and quality control in producing maple syrup.]

#### **NTRES 306 Coastal and Oceanic Law and Policy**

Summer. 2 credits. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$850.

Daily lecs and discs for 1 week. SML faculty.

Intended for persons interested in careers in management of marine or coastal resources or in the natural sciences. Subjects include law and policy related to ocean dumping, marine sanctuaries, environmental impact statements, water and air pollution, fisheries management, offshore gas and oil production, and territorial jurisdiction. Lectures on the status and history of law are accompanied by discussion of relevant policy and efficacy of various legal techniques. A case study that requires extensive use of the laboratory's library and personnel is assigned. The week concludes with a mock hearing.

#### **NTRES 308 Natural Resources Management**

Fall. 3 credits. Prerequisite: junior standing; introductory ecology or permission of instructor.

M W F 10:10. B. A. Knuth. Management of natural resources with a focus on fish, wildlife, forest, and water resources. Emphasis is on concepts necessary to formulate and achieve specific management goals and objectives. Topics include an overview of natural resource planning processes and the management cycle; and organismal, environmental, social, and institutional dimensions of management. Focus includes management in the public domain and public-private partnerships. Students will be assigned one case study issue for the term, on which all written and oral assignments will build. Grades are based on both individual and group performance.

#### **NTRES 400 International Environmental Issues**

Fall. 4 credits. Limited to about 35 students. Prerequisite: junior standing or above.

Lecs, T R 10:10-12:05. R. J. McNeil. International aspects of the preservation and development of environmental and natural resources. Concepts include development, resource ownership, exploitation, compensation, and preservation. Cultural differences in attitudes and behavior toward environment. Management practices under different cultural, economic, and social systems. Will cover current issues such as acid precipitation; management of migratory whales, fish, and waterfowl; Antarctic development; global climate and energy issues; and preservation of tropical rainforests and endangered species. Lecture and discussion, term paper, and examinations. Priority to: seniors, a few graduate students, others providing best mix of backgrounds, others with special needs, natural resources majors.

#### **NTRES 401 Environmental and Natural Resources Policies**

Fall or spring. 3 or 4 credits. Prerequisites: junior standing and participation in Cornell-in-Washington Program.

Lab to be arranged. R. J. McNeil and staff. Concepts and principles fundamental to the environmental policy process. Biological and ecological principles central to decision making in the natural resources arena.

particularly at the national and international levels. Role of the legal system in the policy process; roles of citizen organizations, lobbyists, bureaucrats, legislators. Case studies, interviews with Washington officials, several short papers, one exam. A fourth credit available requires a more extensive written assignment and an oral presentation.

**NTRES 402 Natural Resources Policy, Planning, and Politics**

Spring. 3 credits. Prerequisites: junior standing and permission of instructor.

Lec, January 2-week intercession; one 2-hr. orientation session in Dec. and four 2-hr. seminars in Jan. and Feb. R. J. McNeil and staff.

An introduction to the environmental policy process and its conceptual framework. Recognition of phenomena identified as natural resources or environmental problems and issues; steps leading to legislation or regulations to solve problems; implementation and evaluation stages; role of the legal system; roles of citizens, lobbyists, government actors. Case studies; presentations by and discussions with about twenty prominent Washington policy makers appearing as guest lecturers. Required interviews, term paper, oral reports. Several meetings in Ithaca before and after intensive January session in Washington.

**NTRES 404 Wildlife Populations Ecology**

Fall. 2 credits. Prerequisites: NTRES 304 recommended; programming skills required.

Lec M 12:20-1:10; Lab M 1:25-4:25.

A. Moen.

This course focuses on population characteristics, structures, and computer modeling of population dynamics. Interactions among species and their relationships with range characteristics and resources are also evaluated within the concept of carrying capacity.

**NTRES 407 Religion, Ethics, and the Environment**

Spring. 4 credits. For juniors, seniors, and graduate students; others by permission only. S-U grades optional.

T R 9:05, 1-hr. disc to be arranged.

R. A. Baer.

A study of how religion (mainly Christianity and Judaism), philosophy, and ethics contribute to our understanding and treatment of nature. Terms like religion, value, knowledge, nature, and the public interest are examined in detail. Particular themes include the structure of modern science, the nature of moral claims, character and moral development, and the role of mediating structures in fostering environmentally responsible behavior. Also, animal rights; responsibility to future generations; anthropocentric, biocentric, and theocentric views of human beings and nature.

**NTRES 408 Resource Management and Environmental Law**

Fall. 3 credits. For juniors, seniors, and graduate students. S-U grades optional.

Lecs, T R 10:10-12. H. Carter, Jr.

A senior-level course that introduces the use of legal concepts, doctrines, and remedies in natural resource and environmental management. For a variety of living resources and their habitats, it explores the common law and regulatory processes available for resolving conflicts between exploitation and protection and stresses a practical understanding of how public and private values, economic consider-

ations, and constitutional limitations affect management techniques and objectives.

**NTRES 410 Wildlife Management Concepts and Applications**

Spring. 3 credits. Prerequisites: broad background in biology, NTRES 304 (Wildlife Ecology) desirable. This course is open to seniors and graduate students.

M W F 9:05. Weekly labs to be arranged.

A. N. Moen.

In-depth analyses of the ecological basis for decision making in wildlife management, computer simulations of management problems and effects of options, and preparation of management information systems. Local field trips are taken.

**NTRES 415 Seminar in Agroforestry**

Spring. 2 credits. Prerequisites: senior or graduate standing or permission of instructor. S-U option.

Lec, F 2:30-4:25. J. P. Lassoie.

An interdisciplinary course intended to introduce students to the general principles and types of agroforestry systems. Agro-nomic, forestry, socioeconomic, and institutional factors are considered through the use of case studies. Conceptual and methodological approaches to agroforestry research design and program development are stressed. Selected readings, class participation, and a library research paper are required of all enrolled.

**NTRES 417 Wetland Resources**

Summer. 2 credits. Prerequisite: one year of college biology. A special 1-week course offered at Cornell's Shoals Marine Laboratory (SML), on an island off Portsmouth, N.H. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost (includes tuition, room and board, and ferry transportation), \$850.

Daily lec, labs, and fieldwork for 1 weeks. SML faculty.

An examination of coastal and adjacent freshwater wetlands from historic, destruction, and preservation perspectives, including fresh- and salt-marsh ecology and management. Field trips to selected examples of the wetlands under discussion and follow-up laboratories emphasize successional features, plant identification and classification, and examination of the dominant insect and vertebrate associations.

**NTRES 418 Wetland Ecology and Management-Lecture**

Fall. 3 credits. (Students may not receive credit for NTRES 418 and NTRES 417 Wetland Resources, Shoals Marine Laboratory summer course.)

Lec T R 12:20-1:35. B. L. Bedford.

Examination of the structure, function, and dynamics of wetland ecosystems with an emphasis on principles required to understand how human activities affect wetlands. Current regulations, protection programs, and management strategies are considered.

**NTRES 419 Wetland Ecology and Management-Laboratory**

Fall. 1 credit. Optional. Concurrent enrollment in NTRES 418 is required.

Lab F 12:20-4:25. B. L. Bedford.

An integrated set of laboratory field exercises designed to expose students to: (a) the diversity of wetland ecosystems; (b) the flora, fauna, soils, and hydrology of wetlands within the region; (c) methods of sampling wetlands vegetation, soils, and water; and (d) methods of wetland identification, delineation, and

evaluation. Some exercises will require written reports.

**NTRES 420 Introduction to Geographic Information Systems**

Fall. 4 credits. For juniors, seniors and graduate students. Limited to 40 students. Prerequisite: familiarity with DOS.

Lecs, T R 9:05; Lab, M or T 1:25-4:30.

R. Slothower.

This course will provide a comprehensive overview of the concepts, technology, and use of GIS as well as provide extensive hands-on experience with GIS for diverse applications. The course conveys the geographic and analytical skills necessary to define and resolve spatial information problems.

**NTRES 438 Fishery Management**

Spring. 3 credits.

Lecs, T R 8 plus discs. C. C. Krueger.

Offered alternate odd years.

Introduction to management as an adaptive process that focuses on achievement of goals. Coverage includes sport and commercial fisheries. Topics include setting goals and objectives, regulations, habitat management, population control, stocking, and management of trout, reservoirs, the Great Lakes, and Pacific halibut. Ecological, social, political, and economic aspects of those topics are discussed.

**NTRES 440 Fishery Science**

Fall. 3 credits. For juniors and seniors majoring in fishery science; others by permission of instructor. Prerequisites: a year of statistics and calculus. Offered alternate even years.

M W F 12:20. W. D. Youngs.

Principles and theories involved in dynamics of fish populations. Methods of obtaining and evaluating statistics of growth, population size, mortality, yield, and production are considered.

**[NTRES 442 Techniques in Fishery Science**

Fall. 5 credits. Limited to 15 upperclass and graduate fishery students. Cost of field trips, no more than \$30. Offered alternate odd years. Not offered 1994-95.

T R 1:25-4:25; 1 or more weekend field trips. C. C. Krueger.

Emphasis is on methods of collecting data on attributes of fish populations and their habitat. Topics include passive and active fish-capture methods, tagging and marking, and physical and chemical habitat measurements. Assumptions and limitations inherent in data sets, research planning, and scientific report writing are also discussed. Several field trips provide hands-on experience in data collection on streams and lakes.]

**NTRES 450 Conservation Biology**

Fall. 3 credits. Prerequisite: a reasonable biology background.

Lec, T 10:10-12:05; disc, R 10:10 or 11:15.

T. A. Gavin.

Biological topics important to the maintenance of biological diversity will be emphasized. Examples include population viability analysis, and the analysis of the demography and genetics of small populations as they are affected by habitat fragmentation and isolation. Students will gain thorough familiarity with these concepts and their potential application through lectures, discussion, and use of computer models.

**NTRES 471 Management of Terrestrial Habitats**

Spring. 2 credits. Prerequisites: NTRES 210, 304; statistics recommended; junior standing or above.

Lec/lab, W 1:25-4:25. C. R. Smith.

A landscape ecological approach will be used to introduce students to habitat concepts and to methods of inventorying, measuring, monitoring, describing, classifying, and restoring terrestrial habitats of variety and temporal spatial scales. Field trips will be taken to areas managed by both public and private land management organizations.

**NTRES 493 Research in Policy and Human Studies in Natural Resource Management**

Fall or spring. Credit to be arranged.

Prerequisite: permission of instructor.

Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

R. A. Baer, D. J. Decker, J. W. Gillett,  
B. A. Knuth, R. J. McNeil, B. T. Wilkins.

**NTRES 494 Special Topics in Natural Resources**

Fall or spring. 4 credits maximum.

S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**NTRES 495 Research in Wildlife Science**

Fall or spring. Credit to be arranged.

Prerequisite: permission of instructor.

Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

T. A. Gavin, R. A. Malecki, A. N. Moen,  
M. E. Richmond, C. R. Smith.

**NTRES 496 Research in Forestry**

Fall or spring. Credit to be arranged.

Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades; letter grade by permission of instructor.

Hours to be arranged. B. L. Bedford,  
T. J. Fahey, M. E. Krasny, J. P. Lassoie,  
J. B. Yavitt.

**NTRES 497 Individual Study in Fishery Science**

Fall or spring. Credit to be arranged.

Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Hours to be arranged. M. B. Bain,  
C. C. Krueger, R. T. Oglesby,  
C. L. Schofield, W. D. Youngs.

**NTRES 498 Teaching in Natural Resources**

Fall and spring. 1-4 credits. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Staff.

Course designed to give students an opportunity to obtain teaching experience by assisting in labs, field trips for designated sections, discussions, and grading. Students will gain insights into the organization, preparation, and execution of course plans through application and discussions with instructor.

**NTRES 500 Professional Projects—M.P.S.**

Fall and spring. Credit to be arranged.

Limited to graduate students working on professional master's projects. S-U grades only.

Staff.

**NTRES 601 Seminar on Selected Topics in Fishery Biology**

Fall or spring. 1 credit. S-U grades optional.

Hours to be arranged. Staff.

**NTRES 604 Seminar on Selected Topics in Resource Policy and Management**

Fall. 2 credits. S-U grades optional.

Hours to be arranged. Staff.

Primarily for graduate students with a major or minor in resource policy and management and upper level undergraduates with a strong interest in resource policy analysis. Topics vary with staff involved. Emphasis is placed on discussion, faculty-student interaction, communication skills, and current resource policy issues.

**[NTRES 606 Marine Resource Policies**

Spring. 2 credits. Prerequisite: at least one related course such as NTRES 308, 438; or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1994-95.

W 1:25-3:30. B. T. Wilkins.

A seminar discussing the law and issues concerning current marine policy questions such as coastal zone management, marine fishery management, marine mammal protection, and wetland preservation.]

**NTRES 607 Ecotoxicology (Toxicology 607)**

Spring. 3 credits. Prerequisites: graduate or senior status and two 300-level courses in chemistry, biological science, or toxicology. Offered alternate years.

Lecs, M W F 11:15. J. W. Gillett.

Lectures, readings, and special guests focus on the principles of effects of toxic chemicals on natural ecosystems, their components, and processes. Major topics include fate and transport of chemicals (chemodynamics), comparative biochemical toxicology, ecosystem process analysis, simulation through mathematical and physical (microcosm) models, and relationships to regulation and environmental management.

**NTRES 608 Resource Policy and Administration**

Fall. 3 credits. Prerequisite: graduate standing; juniors and seniors with instructor's permission.

T R 2:30-3:45. B. A. Knuth.

An examination, through lectures, readings, and discussions, of policy, decision making, and administration relating to natural resource management. Emphasis is on concepts relevant to policy formulation, implementation, and evaluation with specific applications from fisheries, wildlife, forest and water resource management. Topics include environmental policy makers, bureaucracies and organizational effectiveness, professionalism and ethics, resource policy philosophies, and problem-solving and decision aids including public involvement, conflict resolution, benefit/cost analysis, group decision processes, and program evaluation.

**NTRES 611 Seminar in Environmental Ethics**

Fall. 3 credits. For graduate students, seniors, and juniors. S-U grades optional.

W 1:25-3:50. R. A. Baer.

Moral concerns relative to agriculture and/or the environment. In successive years, the seminar will focus on such topics as (1) **animal rights and animal welfare** (topic for fall 1994), (2) natural resources management and the concept of the public interest, (3) doing environmental ethics in a democratic and pluralistic society, and (4) land use ethics.

**NTRES 612 Wildlife Science Seminar**

Fall and spring. 1 credit. Prerequisite:

permission of instructor. S-U grades optional. Hours to be arranged. Wildlife science faculty.

Discussion of individual research or current problems in wildlife science.

**NTRES 615 Case Studies in Agroforestry**

Spring. 1 credit. Prerequisites: concurrent enrollment in NTRES 415 is recommended. S-U only.

Hours to be arranged. J. P. Lassoie. Interdisciplinary groups of students examine case study examples of agroforestry practices in developed and developing countries. Specific topical areas are examined in depth, leading to development of a team-written report and a class presentation. Extensive library research and participation in small group discussions are required.

**NTRES 616 Forest Science and Management Seminar**

Fall/spring. 1 credit. Permission of instructor.

Hours to be arranged. Forest Science faculty.

Selected readings and discussions of research and/or current problems in forest science and management.

**NTRES 618 Critical Issues in Conservation and Sustainable Development**

Fall. 3 credits. Preference to graduate students with minor in conservation and sustainable development; seniors by permission. Limited to 30 students.

Lecs, T R 2:30-4:25. J. Schellhas. Establishes a theoretical foundation for analyzing and addressing conservation and development issues from an interdisciplinary perspective. Engages students in the inherent conflicts between natural resource conservation and the development for human needs. Students will work in interdisciplinary groups to analyze issues and cases from both developing and developed countries.

**NTRES 619 Field Practicum in Conservation and Sustainable Development**

Spring. 3 credits. Prerequisites: NTRES 618; preference given to graduate students with minor in conservation and sustainable development; permission of instructor. Limited to 12 students. Includes two-week field study trip to a Latin American country in January.

Lecs, T R 2:30-4:25 until midterm only. J. Schellhas.

An interdisciplinary study of a conservation and development problem in Costa Rica or the Dominican Republic. The course will use an interdisciplinary research methodology that includes group problem identification, individual or small group research projects, and synthesis of group work to identify key conservation issues and research priorities for a selected site.

**NTRES 620 Applications of Geographic Information Systems**

Spring. 3 credits. Limited to 12 students. Prerequisite: NTRES 420 or equivalent; permission of instructor. Possible field trip. Lec, W 9:05, Lab, M 1:25-4:30. R. Slothower.

Students use GIS techniques to resolve issues involving geographic information within diverse disciplines. Students design, complete, and present the spatial analysis of a problem within their field of study. Lectures, readings, and discussions address application areas and advanced topics in spatial analysis, modeling, and databases. Emphasis will include the integration of natural resource information into spatially oriented projects.

**[NTRES 681 Detection of Genetic Variation—Lecture]**

Fall. 1 credit. Prerequisite: Introductory Genetics course. Offered alternate odd years. Not offered fall 1994.

Lec M 9:05. B. P. May.

An introduction to the molecular techniques available to detect genomic variation. The overall emphasis is on providing the student with the theoretical variation basis behind and the practical knowledge of these molecular methods. An optional companion laboratory course (NTRES 682) is also available.]

**[NTRES 682 Detection of Genomic Variation—Laboratory]**

Fall. 2 credits. Concurrent registration in NTRES 681 and permission of instructor required. Offered alternate odd years. Not offered fall 1994.

Two 3-hr labs per week to be arranged. B. P. May.

This laboratory course will present protocols and procedures common to many methods used to detect genomic variation as well as illustrating procedures limited to specific techniques.]

**NTRES 694 Special Topics in Natural Resources**

Fall or spring. 4 credits maximum. S-U grades optional. The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**NTRES 698 Current Topics: Environmental Toxicology (Toxicology 698)**

Fall, spring. 1-3 credits. Prerequisites: graduate or senior standing in scientific discipline and permission of instructor. Time, date to be announced. Staff. A student-faculty colloquium on subjects of current interest, usually focusing on multidisciplinary aspects of topical problems (e.g., Superfund, oil spills).

**NTRES 800 Master's Thesis Research**

Fall and spring. Credit to be arranged. Limited to graduate students working on master's thesis research. S-U grades only. Staff.

**NTRES 900 Ph.D. Thesis Research**

Fall and spring. Credit to be arranged. Limited to graduate students working on Ph.D. thesis research. S-U grades only. Staff.

**Related Courses in Other Departments**

See department advisers and curriculum materials for information about other related courses.

Environmental Policy (ALS 661, BIOES 661, and B&SOC 461)  
Resource Economics (AG EC 100, 252, 332, 452, 631, 651, 652, 750)  
Functional Ecology: How Animals Work (BIOES 272)  
Function and Comparative Morphology of Vertebrates (BIOES 274)  
Limnology: Ecology of Lakes (BIOES 457)  
Mammalogy (BIOES 471)  
Ornithology (BIOES 475)  
Biology of Fishes (BIOES 476)  
Insect Biology (ENTOM 212)  
Public Administration (CRP 643)  
Policy Analysis (CRP 720)  
Soil Science (SCAS 260, 361)  
International Development (CRP 777, GOVT 648)  
Environmental Planning Law (Law 660, CRP 653, 656)  
Political Economy and Political Theory (CRP 719, GOVT 428)  
Philosophy of Science (PHIL 381)

**PLANT BREEDING**

E. D. Earle, chair; D. W. Altman, W. R. Coffman, M. M. Kyle, S. R. McCouch, M. A. Mutschler, W. D. Pardee, R. L. Plaisted, K. V. Raman, N. N. Roy, M. E. Smith, M. E. Sorrells, J. C. Steffens, S. D. Tanksley, D. R. Viands, K. N. Watanabe, R. W. Zobel

Emeritus Professors: R. E. Anderson, H. L. Everett, C. C. Lowe, H. M. Munger, and D. H. Wallace

Biometry courses are listed under "Biometry and Statistics."

**PL BR 201 Introduction to Plant Breeding**

Spring. 2 credits. Prerequisite: one year of introductory biology.

Lecs, T R 11:15. Staff.

This course describes how plant breeders use genetics to alter crop plants. Emphasis is on activities and accomplishments with important impacts on society. Topics to be discussed include the Green Revolution, hybrid crops, sustainable agriculture, biodiversity, pest-resistant lines, prospects for tastier winter tomatoes, and gene transfer techniques. Class periods include hands-on exercises and a field trip.

**PL BR 225 Plant Genetics**

Spring. 4 credits. Prerequisite: one year of introductory biology or permission of instructor. Limited to 50 students. Will be offered 1995-96.

Lecs, M W F 9:05; lab, T or W 1:25; lab section assignments at first lecture. Labs start first week. M. A. Mutschler.

An overview of genetic principles as related to the plant sciences. Topics covered include mitosis and meiosis, gamete production, Mendelian inheritance, linkage and mapping, gene interaction, DNA as genetic material, genetic fine structure and gene regulation, gene recombination, extranuclear inheritance, environmental effect on phenotypic expression, gene mutation and chromosomal aberrations, variation in chromosome numbers or structure, tissue culture, and genetic

engineering of higher plants. Students conduct an independent inheritance project with *Brassica campestris*. The course may not be used to fulfill the genetics requirement for students in the Division of Biological Sciences.

**PL BR 401 Plant Cell and Tissue Culture**

Fall. 3 credits. Prerequisites: a course in plant biology, cell biology, or genetics, or permission of instructor.

Lecs, T R 10:10. E. D. Earle.

Lectures and demonstrations dealing with the techniques of plant tissue, cell, protoplast, embryo, and anther culture and the applications of those techniques to biological and agricultural studies. Methods for plant improvement via manipulations of cultured cells will be discussed. Five written assignments and a term paper are required.

**PL BR 402 Plant Tissue Culture Laboratory**

Fall. 1 credit. Enrollment limited. Prerequisites: PL BR 401 (may be taken concurrently) and written permission of instructor.

Alternate weeks. W 1:25-4:25 plus 1 hr. to be arranged. E. D. Earle.

Laboratory exercises complementing Plant Breeding 401. Techniques for establishing, evaluating, and utilizing plant organ, tissue and cell cultures will be covered. Experiments will use a broad range of plant materials.

**PL BR 446 Plant Cytogenetics Laboratory**

Spring. 2 credits. Prerequisites: BIOGD 281 and/or PL BR 225.

Lab, M 1:25-4:30. K. N. Watanabe.

This course aims to provide fundamental knowledge and techniques in plant cytogenetics. Emphasis will be on applications to research on plant genetics and plant breeding. Plant materials involve a wide range of crop species. Specific topics will be covered by invited lecturers.

**PL BR 494 Special Topics in Plant Breeding**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**PL BR 496 Internship in Plant Breeding**

Fall or spring. Credits variable, may be repeated to a maximum of 6. Minimum of 60 on-the-job hours per credit granted. Prerequisites: permission of adviser and enrollment during the pre-enrollment period of the semester before the internship. Student must be a plant breeding junior or senior with a minimum 3.0 average in plant breeding courses. Students must attach to their course enrollment materials a "CALS Independent Study, Research, Teaching, or Internship" form signed by the faculty member who will supervise their study and assign their credits and grade. S-U grades only. Staff.

On-the-job learning experience under the supervision of professionals in a cooperating organization. A learning contract is written between the faculty supervisor and student, stating the conditions of the work assignment, supervision, and reporting.



**PL BR 497 Individual Study in Plant Breeding**

Fall or spring. Credits variable, may be repeated to a maximum of 6. S-U optional. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

**PL BR 498 Undergraduate Teaching**

Fall or spring. Credits variable, may be repeated to a maximum of 6. S-U optional. Prerequisites: permission of instructor, and previous enrollment in course to be taught or equivalent. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Undergraduate teaching assistance in a plant breeding course. Teaching experience may include leading a discussion section, preparing and teaching laboratories, and tutoring.

**PL BR 499 Undergraduate Research**

Fall or spring. Credits variable, may be repeated to a maximum of 6. S-U optional. Prerequisite: permission of instructor. Students must register with an Independent Study form (available in 140 Roberts Hall). Staff.

Undergraduate research projects in plant breeding.

**PL BR 603 Methods of Plant Breeding**

Fall. 3 credits. Prerequisites: BIOGD 281 or PL BR 225 or equivalent and an introductory course in crop production.

M W F 9:05. M. E. Smith.

A comprehensive examination of plant breeding methods, including inbreeding and population improvement methods. Operational details and practical limitations for each method will be considered, as will suitability for major breeding objectives (agronomic characteristics, quality, and biotic and abiotic stress tolerance). The goal is to familiarize students with tools available to plant breeders, criteria for choosing among them, and options for creatively modifying them for specific situations.

**PL BR 604 Methods of Plant Breeding Laboratory**

Fall. 2 credits. Prerequisite: PL BR 603 or equivalent (may be taken concurrently).

T R 1:25-4:15. M. E. Sorrells and R. E. Anderson.

Field trips to plant breeding programs involve discussion of breeding methods used, overall goals, selection and screening techniques, and variety and germ plasm release. Additional labs include use of computers in plant breeding research and selection techniques for disease resistance. For a term project each student designs a comprehensive breeding program on a chosen crop.

**PL BR 606 Advanced Plant Genetics**

Spring. 3 credits. S-U grades optional. Prerequisites: BIOGD 281, PL BR 225, or equivalent.

Lecs, T R 10:10-11:25. M. M. Kyle.

This course provides an advanced survey of genetics in higher plants. Topics include genetic analysis of developmental and metabolic processes, cytogenetics, mating behavior and barriers, and aspects of population and quantitative genetics.

**PL BR 608 Biochemical Approaches in Plant Breeding**

Fall. 3 credits. Prerequisite: BIOBM 330, 331, or permission of instructor.

Lecs, M W 11:15; lab, W 7:30-10:30 p.m. J. C. Steffens.

A review of biochemical, spectroscopic, and immunological techniques used in the analysis, selection, and generation of crop plants. Examples from current literature and possible applications of new technologies will be discussed. Laboratory will emphasize biochemical techniques used in plant breeding programs. Students should expect to spend more hours in laboratory than suggested by the formal meeting times.

**PL BR 622 Seminar**

Fall or spring. 1 credit. S-U grades only.

T 12:20. Staff and graduate students and visitors.

**PL BR 629 Special Topics in Plant Science Extension**

Spring. 2 credits.

F 1:25-4:25. W. D. Pardee.

Designed for graduate students and advanced undergraduates to provide a broader knowledge of cooperative extension philosophy and methods. Developed for students interested in extension and research in public and commercial organizations. Topics relate to extension in other countries as well as in the United States.

**PL BR 650 Special Problems in Research and Teaching**

Fall or spring. 1 or more credits. Prerequisite: permission of instructor supervising the research or teaching.

Staff.

**PL BR 653.2 Plant Biotechnology (also BIOPL 653.2 and Plant Pathology 663)**

Fall. 1 credit. S-U grades optional. Prerequisite: BIOPL 653.1 or permission of instructor.

Lecs, M W F 10:10 (12 lecs)

Aug. 31-Sept. 26. M. Zaitlin, E. D. Earle.

Applications of molecular biology and tissue culture to plant biotechnology are studied. Topics covered include gene introduction and tissue culture technologies, as well as use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases, and herbicides and to improve nutritional and food processing qualities. Regulatory and social issues relating to plant biotechnology are discussed.

**PL BR 653.3 Plant Genome Organization**

Fall. 1 credit. Prerequisite: BIOPL 653.1.

Lecs, M W F 10:10-11 (12 lecs),

Oct. 3-Oct. 31. S. D. Tanksley.

Module 3 in Plant Molecular Biology series. Molecular structure and evolution of plant nuclear genomes are explored. Topics covered include mechanisms for packaging DNA into chromosomes, molecular structure of telomeres and centromeres, DNA replication and methylation, and molecular biology of plant transposons. Methods for genetic and physical mapping of plant genomes are discussed as well as applications of mapping tools for gene isolation and plant breeding.

**PL BR 694 Special Topics in Plant Breeding**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**PL BR 716 Perspectives in Plant Breeding Strategies**

Spring. 3 credits. S-U grades optional.

Prerequisite: PL BR 603. Offered alternate years. Not offered 1995-96.

T 1:25-2:15, R 12:20-2:15. M. E. Sorrells.

Emphasis is on discussion and evaluation of selected benchmark papers and current literature. Selection techniques and breeding objectives, methods, and strategies for both self- and cross-pollinated crops are reviewed and discussed. Extensive outside reading is required.

**[PL BR 717 Quantitative Genetics in Plant Breeding]**

Spring. 3 credits. S-U grades only. Prerequisites: PL BR 603 and BTRY 601. Offered 1995-96.

T R 8:30-9:55. D. R. Viands.

Discussion of quantitative genetics to help make decisions for more efficient plant breeding. Specific topics include components of variance (estimated from mating designs), gene pool development, linkage, heritability, phenotypic and genotypic correlation coefficients, and theoretical gain from selection. During one period, plants in the greenhouse will be evaluated to provide data for computing quantitative genetic parameters.]

**[PL BR 718 Breeding for Pest Resistance]**

Spring. 3 credits. Prerequisites: BIOGD 281 or PL BR 225, and PL BR 603 required. An introductory course in Plant Pathology and/or Entomology also highly recommended. Not offered 1994-95.

Lec, T R 10:10-11:30. M. A. Mutschler.

A multidisciplinary examination of the challenge of incorporating disease and insect resistance into crop plants. Topics covered include national and international germplasm collections, identification of sources of resistance, resistance mechanisms in plants, monogenic and polygenic control of resistance, approaches to breeding for resistance stability of genetic resistance mechanisms, and the use of biochemical/physiological/molecular tools in breeding for pest resistance.]

**PL BR 800 Thesis Research, Master of Science**

Fall or spring. Credit to be arranged.

S-U grade only.

Staff.

**PL BR 900 Thesis Research, Doctor of Philosophy**

Fall or spring. Credit to be arranged.

S-U grade only.

Staff.

## PLANT PATHOLOGY

W. E. Fry, chair; J. R. Aist, P. A. Arneson, S. V. Beer, G. C. Bergstrom, B. B. Brodie, A. R. Collmer, S. M. Gray, R. K. Horst, G. W. Hudler, H. W. Israel, R. P. Korf, J. W. Lorbeer, R. Loria, M. T. McGrath, M. G. Milgroom, E. B. Nelson, P. F. Palukaitis, W. A. Sinclair, S. A. Slack, H. D. Thurston, O. C. Yoder, M. Zaitlin, T. A. Zitter

**[PL PA 101 Freshman Writing Seminar: Pests, Pesticides, People, and Politics]**

Fall. 3 credits. Limited to 17 students. Not offered 1994-95.

Lecs, M W F 8:00. P. A. Arneson.

This seminar will examine the use of pesticides, their impact on human health and the environment, and their regulation. Beginning with Rachael Carson's classic *Silent Spring*, we will examine many facets of the pesticide controversy through readings in current popular literature, technical journals, government documents, industry propaganda, and publications of various so-called "public interest groups." We will emphasize the need for critical thinking as we explore the power of the written word to persuade.]

**PL PA 201 Magical Mushrooms, Mischievous Molds**

Spring. 2 credits. S-U optional.

Lecs, T R 11:15. G. W. Hudler.

A presentation of the fungi and their roles in nature and in shaping past and present civilizations. The historical and practical significance of fungi as decayers of organic matter, as pathogens of plants and animals, as food, and as sources of mind-altering chemicals will be emphasized.

**PL PA 301 Introductory Plant Pathology**

Fall. 4 credits. Prerequisites: BIO G 101-102 and 103-104, or 105-106 or 109-110, and BIOP 241 or equivalent.

Lecs, T R 11:15; lab, T W 1:25-4:25 and one period weekly, scheduled at the convenience of the student. W. A. Sinclair.

An introduction to the theory and practice of plant pathology with emphasis in lectures on principles that govern interactions of plants and pathogens and in laboratories on diagnostic criteria, life cycles of pathogens, and epidemiological phenomena and control. Specific aspects considered in detail include fungi, bacteria, nematodes, viruses, and mycoplasmas as plant pathogens; attack and resistance mechanisms; environmental influences; disease forecasting and loss assessment; development of resistant plants; and chemical and biological control.

**PL PA 309 Introductory Mycology**

Fall. 3 credits. Prerequisite: a year of biology or equivalent. Concurrent registration in PL PA 319 is recommended.

Lecs, T R 9:05-9:55; labs, R 1:25-4:25. J. R. Aist.

An introduction to fungi, emphasizing biology, comparative morphology, and taxonomy.

**PL PA 319 Field Mycology**

Fall. 1 credit. Prerequisite: permission of instructor.

Lab, W 1:25-4:25 and 7:30-9:30 p.m. R. P. Korf.

Study of mushrooms and other fungi on 7 field excursions followed by 7 evening labs devoted to identification and study of collections under the microscope. Emphasis on ecology, biology, and means of identifica-

tion. There are no lectures; grades will be determined on basis of laboratory final.

**PL PA 402 Plant Disease Control**

Spring. 3 credits. Prerequisite: PL PA 301 or equivalent.

Lecs, T R 11:15; lab and rec, T or W 1:25-4:25. P. A. Arneson.

This course complements Plant Pathology 301 with an in-depth presentation of the principles and practices of plant disease control that builds on students' knowledge of diseases and their causal agents. General principles and concepts, illustrated by specific examples, are presented. Students write a term paper applying those principles to a specific disease-control problem. The laboratories provide practical experience in diagnosis and disease-control techniques.

**[PL PA 411 Plant Disease Diagnosis]**

Fall. 3 credits. For senior undergraduates specializing in plant pathology or pest management and for graduate students with a major or minor in plant pathology or plant protection. Limited to 20 students. Prerequisites: PL PA 301 or equivalent and permission of instructor. Not offered 1994-95.

Lec, M 11:15; lab, M W 1:25-4:25. G. W. Hudler.

A method for diagnosis of plant disease is presented with emphasis on contemporary laboratory techniques and effective use of the literature.]

**PL PA 443 Pathology of Trees and Shrubs**

Fall. 3 credits. Prerequisites: PL PA 301 or equivalents.

Lecs, M W 11:15; labs, F 1:25-4:25. Evening prelims. G. W. Hudler.

For students preparing for careers in horticulture, urban forestry, and pest management. Deals with the nature, diagnosis, assessment, and treatment of diseases of trees and shrubs. Forest, shade, and ornamental plants are considered.

**PL PA 444 Integrated Pest Management (also Entomology 444)**

Fall. 4 credits. Prerequisites: BIOES 261, ENTOM 212 or 241, and PL PA 301 or their equivalents or permission of instructor.

Lecs, M W F 9:05; lab, M 1:25-4:25. P. A. Arneson.

Lectures integrate the principles of pest control, ecology, and economics in the management of pest crop systems. Laboratories consist of exercises to reinforce concepts presented in lecture and demonstrate pest monitoring techniques and the application of computer technology to management problems.

**PL PA 494 Special Topics in Plant Pathology**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**PL PA 497 Independent Study**

Fall or spring. 1-5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Hours to be arranged. Staff.

An opportunity for independent study of a special topic in mycology or plant pathology under the direction of a faculty member.

**PL PA 498 Teaching Experience**

Fall or spring. 1-5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Hours to be arranged. Staff.

Undergraduate teaching assistance in a mycology or plant pathology course by mutual agreement with the instructor.

**PL PA 499 Undergraduate Research**

Fall or spring. 3-5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Hours to be arranged. Staff.

An opportunity for research experience under the direction of a faculty member.

**PL PA 642-661 Special Topics Series**

Unless otherwise indicated, the following description applies to courses 642-661. Fall or spring. 1 credit. Prerequisite: permission of instructor. S-U grades only.

Hours to be arranged.

Weekly discussions of current topics in special areas of plant pathology and mycology. Students are required to do extensive reading of current literature and to present oral and written reports.

**PL PA 642 Plant Disease Epidemiology**

Fall.

T 12:20. M. G. Milgroom.

**PL PA 644 Ecology of Soil-Borne Pathogens**

Fall. Meets with PL PA 646.

E. B. Nelson.

**PL PA 645 Plant Virology**

Fall.

F 12:20. S. M. Gray.

**PL PA 646 Plant Nematology**

Spring. Meets with PL PA 644.

B. B. Brodie.

**PL PA 647 Bacterial Plant Diseases**

Fall and spring.

M 9:05. S. V. Beer.

Emphasizes current research in phytobacteriology undertaken in laboratories at Cornell.

**[PL PA 648 Molecular Plant Pathology]**

Fall. Not offered fall 1994.

R 12:20. A. R. Collmer and O. C. Yoder.]

**PL PA 649 Mycology Conferences**

Fall. 1 credit.

R. P. Korf.

**PL PA 650 Diseases of Vegetable Crops**

Fall.

W, hours to be arranged. J. W. Lorbeer, T. A. Zitter.

**PL PA 652 Field Crop Pathology**

Spring.

W 8. G. C. Bergstrom.

**PL PA 654 Diseases of Florist Crops**

Spring.

F 12:20. R. K. Horst.

**PL PA 655 Plant Diseases in Tropical Agriculture**

Spring

T 12:20. H. D. Thurston.

**PL PA 661 Diagnostic Lab Experience**  
Summer and fall. 2 credits. S-U grades only.

Hours to be arranged. T. A. Zitter.

For graduate students and advanced undergraduates with a special interest in diagnosing plant diseases. Students will work in the Diagnostic Laboratory (Plant Pathology Department) under supervision of the diagnostician. Students may choose to work on a wide array of plant material or to concentrate on a particular commodity. Priority will be given to graduate students in plant pathology and plant protection.

**PL PA 662 Molecular Plant-Pathogen Interactions (also BIOMI 652.1)**

Spring. 1 credit. Prerequisites: BIOGD 281, BIOBM 330 or 331, and BIOMI 653.1.

Lecs, M W F 10:10 (12 lecs) Jan. 25-Feb. 20. P. F. Palukaitis, O. C. Yoder.

An examination of the molecular properties that control the development of host-parasitic interactions in both microorganisms (viruses, bacteria, and fungi) and higher plants. Contemporary theories describing the genetic mechanisms of pathogenesis and resistance are discussed.

**PL PA 663 Plant Biotechnology (also BIOMI 653.2 and PL BR 653.2)**

Fall. 1 credit. Prerequisites: BIOGD 281, BIOBM 330 or 331, and BIOMI 653.1.

Lecs, M W F 10:10 (12 lecs) Aug. 31-Sept. 26. M. Zaitlin, E. D. Earle.

Applications of molecular biology and tissue culture to plant biotechnology are studied. Topics covered include gene introduction and tissue culture technologies, use of somaclonal variation, use of cultured plant materials and transgenic plants to obtain resistance to insects, plant diseases, and herbicides and improve nutritional and food processing qualities. Regulatory and social issues related to plant biotechnology are discussed.

**PL PA 681 Plant Pathology Seminar**

Fall and spring. 1 credit. Required of all plant pathology majors. S-U grades only. W 12:20-1:20. Staff.

**PL PA 694 Special Topics in Plant Pathology**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**PL PA 701 Concepts of Plant Pathology: Organismal Aspects**

Spring. 3 credits. For graduate students with majors or minors in plant pathology; others by permission. Prerequisites: PL PA 301 or equivalent and permission of instructor.

Lecs, T R 9:05; lab-disc, R 2-4:25.

A. R. Collmer.

Concepts in host-pathogen relationships with emphasis on roles of molecules and cells in determining the outcome of an interaction. Genetic, molecular biological, physiological, and cell biological approaches to experimental analysis of exemplary host-pathogen systems will be considered. Historical perspectives and recent research will be reviewed and analyzed. Students prepare and review mock grant proposals.

**PL PA 702 Concepts of Plant Pathology: Population Aspects**

Fall. 3 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: PL PA 301 and permission of instructor.

Lec, T R 10:10; lab, T 2-4:25.

M. G. Milgroom.

Theory and concepts in epidemiology and population biology of plant diseases. Topics include: population dynamics of pathogens in time and space, interactions of pathogen and plant populations, disease in natural communities, and applications of theory and modeling to disease management. The laboratory period will be for discussions and exercises that illustrate concepts introduced in lectures.

**PL PA 705 Phytovirology**

Spring. 2 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: PL PA 301 or equivalent.

Lec, T R 10:10. M. Zaitlin.

This course considers plant viruses and the diseases they cause. Consideration is given to virus structure and composition, classification, replication, effects on hosts, modes of transmission, and the relationships of these aspects to principles of diagnosis and control.

**PL PA 706 Phytonematology**

Fall. 2 credits. For graduate students with a major or minor in plant pathology; others by permission. Prerequisite: PL PA 301 or equivalent or permission of instructor.

Lec, R 11:15; lab, R 1:25-4:25. Staff.

Deals with morphology, anatomy, biology, physiology, ecology, detection and identification of plant pathogenic nematodes, evaluation of population data, interactions between nematodes and other plant pathogens, and methods of assessment of pathogenicity and plant damage.

**PL PA 707 Phyto bacteriology**

Fall. 2 credits. Prerequisites: general microbiology, lectures and laboratory; Introductory Plant Pathology. Offered alternate years.

Lec, W 9:05; lab, W 1:25-4:25.

S. V. Beer.

A consideration of the prokaryotes that cause disease in plants and examples of the diseases they cause. The course emphasizes properties of bacterial pathogens that affect disease, methods for manipulation of the pathogens, and recent developments in phyto bacteriology. The current state of knowledge of important phytopathogenic genera including their genetics and mechanisms of pathogenesis will be reviewed. Laboratory practice in isolation, inoculation, identification, genetics, and physiology is included.

**PL PA 709 Phytomycology**

Spring. 2 credits. For graduate students with a major or minor in mycology or plant pathology; others by permission. Prerequisites: PL PA 301 and 309 or equivalents, and permission of instructor.

Lec, F 1:25-2:30; lab, 2:30-4:30.

J. W. Lorbeer.

Provides basic information on the biology of plant pathogenic fungi with selected emphasis on the structure, ecology, genetics, life cycles, and disease cycles of representative genera and species.

**PL PA 715 Phyto virology Laboratory**

Spring. 2 credits. Limited to 12 students. Prerequisite: permission of instructor. S-U grades only.

Two 3-hour lab sessions, R, F.

P. Palukaitis.

**[PL PA 735 Advanced Plant Virology**

Spring. 3 credits. Prerequisite: permission of instructors. Not offered 1994-95.

3 lecs, hours to be arranged.

P. Palukaitis, M. Zaitlin.

Topics in plant virology, with an emphasis placed on student discussion of current literature. Topics included are viral infection process, viral and viroid replication, viral recombination, viral movement, viral genes and their products, cross protection, detection of viruses, molecular approaches to resistance and the use of viruses as vectors for introducing genetic material into plants.]

**PL PA 738 Genetics and Development of Filamentous Fungi**

Fall. 2 credits. Prerequisite: BIOGD 281 or equivalent.

Hours to be arranged. O. C. Yoder and B. G. Turgeon.

Classical and molecular approaches to the study of fungal genetics are discussed. Recently developed molecular technology is highlighted, with emphasis on transformation systems, gene disruption and replacement, gene over-expression, stability of transforming DNA, native transposons and plasmids, karyotyping by chromosome separation, and secretion of heterologous proteins. Application of contemporary methodology to genetic dissection of developmental processes, such as plant pathogenesis (including host and tissue specificity), the mitotic and meiotic cell cycles, and conidium formation is described. Experimental evidence supporting various hypotheses to explain fungal pathogenicity is evaluated. Examples are chosen from investigations of recently developed plant pathogenic fungi such as *Cochliobolus heterostrophus* and *Magnaporthe grisea* and from well known genetic models such as *Aspergillus nidulans* and *Neurospora crassa*.

**PL PA 739 Advanced Mycology**

Fall. 4 credits. Prerequisites: PL PA 309 or equivalent, a course in genetics, and permission of instructor. Offered alternate years. Not offered 1995-96.

Lec, M 10:10; labs, M W 1:25-4:25, and an additional 3-hr. period to be arranged. R. P. Korf.

A detailed study of the taxonomy, nomenclature, and biology of four major groups of fungi (rusts, smuts, peronosporales, and fungi imperfecti).

**[PL PA 756 Advanced Plant Nematology**

Spring. 3 credits. For graduate students with a major in plant pathology and special interest in Nematology. Prerequisite: permission of instructor. Offered alternate years. Not offered 1994-95.

Hours to be arranged. Staff.]

**PL PA 788 Research in Molecular Plant Pathology**

Fall and spring. 2, 4, or 6 credits. Prerequisite: permission of instructor. S-U grades only.

Lab, hours to be arranged. S. V. Beer and staff.

Guided research experiences in laboratories addressing questions concerning the interaction of pathogens (bacteria, fungi, viruses) and

plants at the molecular level. Intended for beginning graduate students with a concentration in Molecular Plant Pathology and sufficient theoretical background and practical laboratory experience. Students submit plans and reports on each research experience.

**PL PA 797 Special Topics**

Fall or spring. 1-5 credits. S-U grades optional.

Hours to be arranged. Staff.

An opportunity for independent study of a special topic.

**PL PA 799 Graduate Research**

Fall or spring. 1-5 credits. S-U grades optional.

Hours to be arranged. Staff.

## POMOLOGY (FRUIT SCIENCE)

See Horticultural Sciences.

## RURAL SOCIOLOGY

D. L. Brown, chair; P. R. Eberts, E. C. Erickson, S. Feldman, J. D. Francis, C. G. Geisler, N. Glasgow, D. T. Gurak, M. M. Kritz, T. A. Hirschl, T. A. Lyson, P. D. McMichael, M. J. Pfeffer, J. M. Stycos, R. W. Venables, L. B. Williams, F. W. Young

**R SOC 100 American Indian Studies: An Introduction**

Fall. 3 credits. S-U grades optional.

Lec, W 7-10 p.m. R. W. Venables.

This course provides a foundation for the study of American Indians. Emphasis will be placed on social, cultural, historical, educational, and human development. Guest lecturers from Cornell's staff and the Indian communities and media presentations.

**R SOC 101 Introduction to Sociology**

Fall or spring. 3 credits.

Fall: Lec, T R 10:10; disc and sec, M 10:10, 11:15, 12:20, 1:25, 2:30; T 9:05, 11:15; W 11:15, 12:20; R 11:15, 12:20; F 10:10. E. Erickson and staff.  
Spring: Lec, T R 10:10; disc and sec, M 10:10, 11:15, 12:20, 1:25, 2:30; T 9:05, 11:15; W 11:15, 12:20; R 11:15, 12:20; F 10:10. E. C. Erickson and staff.

A survey of major concepts and theories in sociology and an examination of major social forces and institutions shaping modern societies. The major topics include culture and socialization, social stratification and social class, age and gender inequality, economy and society, politics and the state, urbanization and demographic change, social change and international development, the rural-urban transition, and war and peace.

**R SOC 175 Issues in Contemporary American Indian Societies**

Spring. 3 credits. S-U grades optional.

W 7-10 p.m. R. W. Venables.

Early American Indian history and the postcontact period will be reviewed with an emphasis given to developments since 1789. Topics such as land claims, treaties, education, mineral and water rights, social problems, militant organizations, and civil rights will be covered, with guest lecturers and media presentations.

**R SOC 200 Social Problems**

Fall. 3 credits. S-U grades optional.

Lec, M W F 9:05. T. A. Hirschl.

This course investigates a variety of current social problems from a sociological perspective. The course begins with an overview of sociological theories that may account for social problems and identifies common as well as competing elements of these theories. The theoretical framework is then applied to analyses of a variety of social problems, and these may vary semester to semester. Examples of social problems are homelessness, teenage pregnancy, deindustrialization, and homicide, among others. Emphasis in the course will be given to how social problems are measured, and students will be given an opportunity to test theories with data analysis.

**R SOC 201 Population Dynamics**

Spring. 3 credits. S-U grades optional. ALS students must register for this course as R SOC 201.

T R 2:30-3:45. J. M. Stycos.

An introduction to population studies, which includes the determinants and consequences of population change. The primary focus is on the influences of demographic dynamics on society and the economy, with emphasis on marriage, family formation, mortality, crime and deviance, migration, and marketing behavior.

**R SOC 205 International Development**

Spring. 3 credits.

M W F 10:10. P. D. McMichael.

New questions concerning development models in the post-Cold War era are examined from a comparative and global perspective on North-South relations. While the focus is the "Third World," the issues confronting it are often global, even when they concern the most basic issue of food security. Using films and various theoretical perspectives, we examine Southern societies (economies, ecologies, class/gender relations) and the impact of global forces on Southern resources. Such forces include new social diets, new forms of export production, development agencies, multilateral institutions, local bureaucracies, transnational corporations, the current debt crisis, and new technologies.

**R SOC 206 Gender and Society**

Spring. 3 credits.

Lec M W 11:15; Sec W 7:30-8:20 p.m.; R 12:20-1:10; 1:25-2:15; 2:30-3:20.  
N. L. Glasgow.

Course will familiarize students with origin of gender hierarchies, social and behavioral similarities/differences between females and males, and degree that biological, psychoanalytic, social psychological, and sociological perspectives help to understand the differences. Objectives will be met through lectures, readings, films, participant observations, and personal experiences. Cross-cultural comparisons of gender role behavior will be made.

**R SOC 208 Technology and Society**

Fall. 3 credits.

M W F 10:10. C. C. Geisler.

The relationship between technology and society is among the most pervasive concerns of our time. Ultimately, what makes a technology useful or "appropriate" is a sociological question. Lectures and readings review classical debates regarding technology and society. Herein, students compare high technologies and appropriate technologies,

identify problems associated with technology transfer to other societies, and create a list of important criteria by which technologies are judged appropriate or inappropriate using numerous case studies.

**R SOC 213 Social Indicators, Data Management, and Analysis**

Fall. 3 credits.

Lec, T R 2:30-3:45. P. R. Eberts.

A survey of definitions of social indicators and general principles of social indicators research will be illustrated from data on both developed and less-developed countries. Data management and analysis of measures of poverty, level of living, inequality, quality of life, etc., based on census data, household surveys, and key-informant and other low-cost techniques, will be examined, using personal computers.

**R SOC 301 Theories of Society**

Fall. 3 credits. Prerequisites: rural sociology or sociology course. S-U grades optional.

M W F 11:15. F. W. Young.

An introduction to the "classical" sociological theorists for juniors, seniors, and beginning graduate students. Emphasis on (1) the central concepts of the sociological tradition, (2) major classical theorists (Marx, Durkheim, Weber) and contemporary counterparts. The relevance of these theories of society to current events and social problems will be stressed.

**R SOC 318 Ethnohistory of the Northern Iroquois**

Fall. 3 credits. S-U grades optional.

Lec, T 1:25-4:25. R. W. Venables.

The development of Iroquois (Haudenosaunee) history and culture is traced to the present day.

**R SOC 324 Environment and Society**

Fall. 3 credits.

M W F 1:25. M. J. Pfeffer.

The main objective of the course is to develop a critical understanding of the dominant trends in modern U.S. environmental thought; preservationism, conservationism, deep ecology, ecofeminism, social ecology, NIMBYism, risk assessment, and environmental equity. Another objective is to familiarize students with some major contemporary substantive environmental problems and policies. These topics include air and water quality, public lands management, biodiversity, deforestation, climate change, and ozone depletion.

**R SOC 331 Applied Demography in Business and Government**

Spring. 3 credits. S-U with permission of instructor. Prerequisite: R SOC 213 or a statistics course.

M W F 1:25. W. A. Brown.

An overview of the way demographic analysis is used in business and government. Through the use of case study and problem solving methods of learning, students come to understand how demographic concepts, methods, and data are used by demographers to solve problems in business and government. The course is designed for upper-level undergraduates from a variety of academic disciplines and career orientations. The course deals with the use of demographic analysis in politics and public administration, health services, recreation, marketing, housing, transportation, human resources, city and regional planning, and social services.



**R SOC 336 Rural Areas in Metropolitan Society**

Fall. 3 credits. S-U grades optional. Prerequisite: a social science course. Offered alternate years.

T R 12:20-1:35. D. L. Brown.

This course analyzes the changing structure and role of small towns and rural areas in developed nations. The focus is on rural adaptation to major trends including increased societal differentiation and complexity; increased societal interdependence, and rapid social, economic, technological, and ecological change. Alternative policies to ameliorate rural problems and/or enhance rural contributions to national development are considered.

**[R SOC 367 American Indian Tribal Governments]**

Fall. 3 credits. Not offered 1994-95.

W 7:30-9:55 p.m. Staff.]

**R SOC 370 Comparative Issues in Social Stratification**

Fall. 3 credits. Prerequisite: an introductory social science course.

T R 1:25-2:40. T. A. Lyson or S. Feldman.

This course reviews both classical and contemporary issues in the social stratification literature. Particular attention is given to two main themes: the changing configuration of the labor market and the contemporary debates on the "under class," the "middle class," and the "new class." Throughout the course attention is drawn to the importance of conceptual clarity, questions of measurement, and the changing salience of popular topics such as new social movements, the role of ideology and consciousness, and the role of gender, race, and ethnicity in assessments of inequality and hierarchy.

**R SOC 380 Independent Honors Research in Social Science**

Fall and spring. 1-6 credits. Limited to students who have met the requirements for the honors program. A maximum of 6 credits may be earned in the honors program.

Staff.

Students must submit written proposals by the third week of the semester of their senior year to the departmental honors committee representative, M. Pfeffer.

**R SOC 408 Human Fertility in Developing Nations**

Spring. 3 credits. S-U grades optional. Offered alternate years.

W 7:30-10:30 p.m. J. M. Stycos.

A review of the major literature dealing with the social causation of variation in human fertility. Emphasis will be on international comparisons and on the methodology of field research.

**[R SOC 418 Population Policy]**

Spring. 3 credits. Prerequisite: R SOC 201 or permission of instructor. Offered alternate years. Not offered 1994-95.

T R 10:10-11:25. J. M. Stycos.]

**[R SOC 425 Gender Relations, Gender Ideologies, and Social Change]**

Fall. 3 credits. Offered alternate years. Not offered 1994-95.

R 1:55-4:25. S. Feldman.]

**[R SOC 430 Migration and Population Redistribution]**

Fall. 3 credits. Offered alternate years. Not offered 1994-95.

T R 8-9:55. D. L. Brown.]

**R SOC 431 Social Demography of Minorities**

Spring. 3 credits. S-U option.

T R 12:20-1:35. D. T. Gurak.

Ethnic conflict and accommodation is examined in diverse settings (societies and historical periods). Demographic indicators (such as residential segregation, marital patterns, mortality and fertility differentials, and occupational mobility) of underlying social conditions serve as the principal vehicle for evaluating the status of ethnic relations.

**R SOC 437 Aging: Issues and Social Policy in the 1990s**

Fall. 3 credits. Prerequisite: R SOC 101 or its equivalent.

T R 10:50-12:05. N. L. Glasgow.

An analysis of the "graying" of America and the responses of the public and private sectors to this demographic revolution. Examines the interplay between basic and applied knowledge in social gerontology. Explores the formal and informal networks of services, in both rural and urban environments, that help maintain independent living arrangements by the elderly.

**R SOC 438 Social Demography**

Fall. 3 credits.

T R 10:50-12:05. M. M. Kritz or D. T. Gurak.

This course surveys the methods, theories, and problems of population studies. Attention is directed to the social, economic, and cultural determinants and consequences of population growth, distribution, and change. The core areas of demography, fertility, mortality, and migration are studied. Comparisons are made between developed and developing areas and between Africa, Asia, and Latin America.

**[R SOC 439 Social and Demographic Changes in Asia]**

Spring. 3 credits. Prerequisite: R SOC 201. Offered alternate years. Not offered 1994-95.

W 7:30 p.m. Staff.]

**R SOC 440 The Social Impact of Resource Development**

Spring. 3 credits. S-U grades optional. Offered alternate years.

W 7:00-10 p.m. C. G. Geisler.

Social impact assessment (SIA) is a method of anticipating unwanted side-effects of projects, policies, and new technologies before they happen and a decision tool for mitigation. The seminar explores SIA applications in different parts of the world and pays particular attention to impacts on native and indigenous peoples. Students learn practical SIA skills and related theoretical/conceptual debates.

**R SOC 442 American Indian Philosophies: Selected Topics**

Spring. 3 credits. S-U grades optional. Prerequisite: Permission of instructor.

Lec. T 1:25-4:25. R. W. Venables.

This course provides an opportunity for students to read and discuss a wide range of American Indian philosophies.

**[R SOC 475 Global Patterns of International Migration]**

Fall. 3 credits. Prerequisite: R SOC 101. Offered alternate years. Not offered 1994-95.

M W F 9:05-9:55. M. M. Kritz.]

**[R SOC 490 Society and Survival]**

Fall. 3 credits. Prerequisite: introductory sociology course or permission of instructor. Not offered 1994-95.

T R 2:30-3:45. D. T. Gurak.]

**[R SOC 492 Contemporary Issues Seminars: Developments in the Pacific Rim]**

Spring. 1-2 credits. Not offered 1994-95.

M 1:25-2:15. P. D. McMichael.]

**R SOC 494 Special Topics in Rural Sociology**

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**R SOC 495 Population, Environment, and Development in Sub-Saharan Africa**

Fall. 3 credits.

T R 2:30-4:00. M. M. Kritz.

The 47 countries of sub-Saharan Africa are experiencing rapid social change but serious economic, environmental, and social problems. This course will examine these trends by looking at their interrelations to demographic change. Both the traditional structures and the modernizing forces shaping sub-Saharan African development will be examined, and variations stemming from ethnic and colonial influences assessed. Family, and gender systems, education, urbanization, and demographic processes will be reviewed, as well as the role of state policy in affecting population, ecological and development change.

**R SOC 497 Individual Study in Rural Sociology**

Fall or spring. 3 credits variable (may be repeated for credit). Students must register with an Independent Study form (available at 140 Roberts Hall). S-U grades optional.

Staff.

Informal study may include a reading course, research experience, or public service experience.

**[R SOC 603 Classical Sociological Theory]**

Spring. 4 credits. S-U grades optional. Prerequisites: open to graduate students and undergraduates with permission of instructor. Not offered 1994-95.

T R 3:35-5:15. Staff.]

**[R SOC 604 Theories of Social Change]**

Spring. 3 credits. S-U grades optional. Not offered 1994-95.

T R 3:35-4:50. P. D. McMichael and S. Feldman.]

**R SOC 606 Contemporary Sociological Theories of Development**

Fall. 3 credits.

T R 3:35-5:20. F. W. Young.

A survey of theory, empirical studies, and policy prescriptions as applied to communities and regions, especially those in less-developed countries. The basic question of this survey is whether sociology can make an independent contribution to development theory. The several institutional-oriented answers to this question are critically examined against the currently dominant perspectives, fundamental and derived.

**[R SOC 610 Population and Development: Developed Nations]**

Fall. 3 credits. Open to graduate students, and undergraduates with permission of instructor. Not offered 1994-95.

W 1:25-4:25. D. L. Brown.]

**R SOC 618 Research Design I**

Fall. 4 credits. Prerequisite: a statistics course. Offered alternate years.

T R 12:20-2:15. J. D. Francis.

First of a two-semester sequence (may be taken individually) in introductory graduate methods. Discusses problems of measurement, the design of instruments, and problems of reliability and validity. Common forms of measuring instruments are discussed. Concludes with an introduction to factor analysis. Students apply principles to development of several common types of scales. Computers will be used extensively.

**R SOC 619 Research Design II**

Spring. 4 credits. Prerequisite: an introductory methods course and a statistics course. Offered alternate years.

T R 12:20-2:25. J. D. Francis.

The second part of the two-semester sequence in introductory graduate methods deals with principles of design, especially non-experimental designs, with emphasis on an intermediate-level treatment of the following topics: regression, analysis of variance, analysis of covariance. Special emphasis is given to use of categorical variables in regression. Students develop and examine several analytical models using actual data to familiarize themselves with data handling and processing. Extensive use of computers.

**[R SOC 625 State, Economy, and Society]**

Fall. 3 credits. Offered alternate years. Not offered 1994-95.

W 1:25-3:55. P. D. McMichael.]

**R SOC 630 Field Research Methods and Strategies**

Fall. 3 credits.

T R 8:30-9:55 a.m. L. B. Williams.

Course will cover a variety of methods: structured surveys, focus groups, in-depth interviews, participant observation, archival record analysis, among others. Frameworks by which research questions can be matched with appropriate field methodologies, choice of sample, data collection, etc., will be discussed. Assessment of strengths and weakness of various strategies of field research. Discussion of practical matters such as fieldworker recruitment and training, and data processing issues and ethnics of field work.

**[R SOC 640 Community and Changing Property Institutions]**

Fall. 3 credits. Not offered 1994-95.

R 2:30-5:00. C. C. Geisler.]

**[R SOC 641 Politics and Economics of Rural and Regional Development]**

Fall. 3 credits. Limited to upperclass or graduate students. S-U grades optional. Offered alternate years. Not offered 1994-95.

M 12:20-2:50. T. A. Lyson.]

**[R SOC 642 Regional Systems and Policy Analysis]**

Spring. 3 credits. Prerequisites: a social or economic theory course and statistics, or permission of instructor. S-U grades optional. Not offered 1994-95.

F 2:20-4:30; disc to be arranged.  
P. R. Eberts.]

**R SOC 643 Land Reform Old and New**

Spring. 3 credits. Offered alternate years. S-U grades optional.

R 2:30-5. C. C. Geisler.

Land reform continues to be a major cornerstone of development planning. Between 1980 and 2000 the number of landless and near-landless in the Third World will approach one billion. Though land reform is a principal source of hope for the landless, its meanings are many and its models are controversial. The seminar acquaints students with land reform in antiquity as well as in contemporary settings (among others, Japan, the Philippines, Israel, India, Brazil, Mexico, Russia, and the United States). Perennial issues of equity, efficiency, and sustainability will be discussed in each of these case study areas.

**[R SOC 645 Rural Economy and Society]**

Fall. 3 credits. Offered alternate years. Not offered 1994-95.

W 7:30-10 p.m. S. Feldman.]

**R SOC 655 Advanced Techniques of Demographic Analysis**

Spring. 3 credits. Prerequisites: R SOC 481 or CEH 438, graduate standing or permission of instructor.

T R 4:00-5:30. D. T. Gurak.

An examination of analytical techniques that assumes a basic knowledge of demographic data and research methodology. Life tables, demographic estimates with incomplete data, survey techniques to supplement inadequate vital registration systems, data management, multi-level models, and other multivariate procedures are among the topics to be covered.

**[R SOC 660 Social Analysis of Ecological Change]**

Fall. 3 credits. Prerequisite: graduate standing. Not offered 1994-95.

T 7-10:20 p.m. P. Taylor.]

**[R SOC 661 Sustainable Agriculture and Development]**

Fall. 3 credits. S-U grades optional. Prerequisites: graduate standing or instructor's permission. Not offered 1994-95.

W 1:25-4:25. T. A. Lyson.]

**R SOC 694 Special Topics in Rural Sociology**

Fall or spring. 4 credits maximum. S-U grades optional.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number will be approved by the department curriculum committee, and the same course will not be offered more than twice under this number.

**R SOC 715 Comparative Research Methods**

Fall. 3 credits. Offered alternate years. M 12:20-2:50. T. A. Lyson.

This seminar focuses on the comparative method in the social sciences. The logic of comparative inquiry forms the substantive base of the course. Topics include cross-national and cross-regional research design and an analysis of the comparative case study approach. Illustrations of the comparative research approach will cover a range of data types and problems.

**[R SOC 718 Multidimensional Measurement and Classification]**

Fall. 4 credits. Prerequisite: previous course work in scaling and statistics. Offered alternate years. Not offered 1994-95.

T R 12:20-2:15. J. D. Francis.]

**[R SOC 719 Advanced Research Topics]**

Spring. 4 credits. Prerequisites: two courses in statistics and one in methods. Offered alternate years. Not offered 1994-95.

T R 12:20-2:15. J. D. Francis.]

**R SOC 721 Sociology of Environment and Development**

Spring. 3 credits.

M 12:20-2:50. M. J. Pfeffer.

This course examines society/environment relations in the contemporary environmental discourse and in sociology. Students evaluate such topics as sustainability, science and ethics, and the definition of nature. The central objective is to evaluate sociological theories' treatment of the problems of environmentalism. Subsidiary objectives include the identification of key sociological issues in contemporary environmentalism, and review of environmental themes in sociological theory.

**[R SOC 723 Social Movements in Agrarian Society]**

Spring. 3 credits. Offered alternate years. Not offered 1994-95.

W 1:25-4. F. W. Young.]

**[R SOC 725 The Sociology of "Third World" States]**

Spring. 3 credits. Offered alternate years. Not offered 1994-95.

W 1:25-3:55. S. Feldman.]

**R SOC 730 Sociology of the World Economy**

Spring. 3 credits. S-U grades optional. Offered alternate years.

W 1:25-3:55. P. D. McMichael.

Analyses of social change and development are increasingly sensitive to global context, including the sociology of the world economy as a multi-layered entity, anchored in an evolving division of world labor and interstate system. The analysis of transnational economic and cultural processes (such as food regimes, commodity chains, and international labor complexes), has substantive and methodological dimensions, considering a variety of levels and kinds of analysis of global processes. This includes global theories (and their limits), and methods of situating local processes within their world-historical context.

**[R SOC 741 Community Development and Local Control]**

Spring. 3 credits. Offered alternate years. Not offered 1994-95.

W 1:25-3:55. C. C. Geisler.]

**[R SOC 751 Applications of Sociology to Development Programs]**

Spring. 3 credits. Offered alternate years. Not offered 1994-95.

W F 10:10. E. C. Erickson.]

**R SOC 771 Special Seminar**

Fall or spring. Credit to be arranged. Limited to graduate students; others by permission of instructor.

**R SOC 791 Teaching Experience**

Fall or spring. 1-3 credits. Limited to graduate students. S-U grades only. Staff.

Participation in the ongoing teaching program of the department.

**R SOC 792 Public Service Experience**

Fall or spring. Credit to be arranged. Limited to graduate students. S-U grades optional. Staff.

Participation in the ongoing public service activities of the department.

**R SOC 871-874 Informal Study**

Fall or spring. Credit to be arranged. Limited to master's and doctoral degree candidates with permission of the graduate field member concerned. S-U grades optional.

**R SOC 871 Rural Sociology****R SOC 872 Development Sociology****R SOC 873 Organization Behavior and Social Action****R SOC 874 Methods of Sociological Research****R SOC 881 Research**

Fall or spring. Credit to be arranged. Limited to master's and doctoral degree candidates with permission of the graduate field member concerned. S-U grades optional.

**Related Courses in Other Departments**

Introduction to Sociology (SOC 101)  
Population Dynamics (SOC 205)  
Gender and Society (WOMNS 206)  
Environment and Society (S&TS 324)  
Social Analysis of Ecological Change (S&TS 660)  
Sociology of Environment and Development (S&TS 721)

**SOIL, CROP, AND ATMOSPHERIC SCIENCES**

R. J. Wagenet, chair; M. Alexander, P. C. Baveye, D. R. Bouldin, R. B. Bryant, J. H. Cherney, S. J. Colucci, K. H. Cook, W. J. Cox, S. D. DeGloria, J. D. DiTomaso, J. M. Duxbury, G. W. Fick, D. L. Grunes, R. R. Hahn, J. L. Hutson, S. D. Klausner, W. W. Knapp, L. V. Kochian, T. A. LaRue, R. F. Lucey, M. B. McBride, J. Mt. Pleasant, R. L. Obendorf, W. D. Pardee, J. H. Peverly, W. S. Reid, S. J. Riha, T. W. Scott, T. L. Setter, P. L. Steponkus, H. M. van Es, A. Van Wambeke, R. M. Welch, D. S. Wilks, M. W. Wysocki, R. W. Zobel

**Courses by Subject**

Atmospheric Science: 131, 231, 250, 334, 342, 343, 352, 353, 357, 435, 444, 446, 448, 451, 456, 652, 692, 791, 859, 959

Crop Science: 311, 312, 314, 315, 317, 608, 610, 612, 613, 614, 642, 690, 691, 829, 929

Remote Sensing: 461, 660

Soil Science: 260, 321, 362, 363, 364, 365, 371, 372, 373, 385, 471, 473, 483, 663, 666, 667, 669, 671, 675, 681, 693, 889, 989

**General Courses****SCAS 190 Sustainable Agriculture**

Fall. 2 credits. Limited to 60 students. S-U grades optional.

Lec, R 9:05; labs, M 2:00-4:25, T 10:10-12:35. T. W. Scott, G. W. Fick.

This course is designed to be an enjoyable introduction to basic food production resources (soils, crops, and climates), and it emphasizes management concepts that conserve or renew those resources for continuing benefit to society. Presentations are targeted for non-majors and students new to the field and cover information of general value. Laboratories include several field trips and stress hands-on experience with soils, crops, and descriptive climatology. The laboratory is required.

**SCAS 494 Special Topics in Soil, Crop and Atmospheric Sciences (undergraduate level)**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number are approved by the department curriculum committee, and the same course is not offered more than twice under this number.

**SCAS 497 Individual Study in Soil, Crop, and Atmospheric Sciences**

Fall or spring. 1-6 credits. S-U grades optional. Students must register with an Independent Study form (available in 140 Roberts Hall).

Hours to be arranged. Staff.

The topics in soil science or crop science or atmospheric science are arranged at the beginning of the term for individual study or for group discussions.

**SCAS 498 Teaching Experience in Soil Science, Crop Science, and Atmospheric Science**

Fall or spring. 1-5 credits. Students must register with an Independent Study form (available in 140 Roberts Hall). S-U grades optional.

Teaching experience in soil science, crop science, or atmospheric science is obtained by assisting in the instruction of a departmental course.

**SCAS 499 Undergraduate Research**

Fall or spring. Credit to be arranged. Students must register with an Independent Study form (available in 140 Roberts Hall).

Hours to be arranged. Staff.

Independent research on current problems selected from any phase of crop science, atmospheric science, or soil science.

**SCAS 694 Special Topics in Soil, Crop and Atmospheric Sciences (graduate level)**

Fall or spring. 4 credits maximum. S-U grades optional.

Hours to be arranged. Staff.

The department teaches "trial" courses under this number. Offerings vary by semester, and will be advertised by the department. Courses offered under the number are approved by the department curriculum committee, and the same course is not offered more than twice under this number.

**SCAS 695 Planning and Reporting Research**

Fall. 2 credits. Prerequisite: graduate student status or permission of the instructor. Limited to 10 students.

Lec to be arranged. G. W. Fick.

This course is designed to prepare students in the SCAS Department and closely related fields for planning their graduate research and reporting research results. Emphasis is given to literature reviews, scientific writing and reviewing (either thesis proposals, grant proposals, or manuscripts for publication), and slide and poster presentations. Students are expected to work closely with their major professor as well as the instructor of the course.

**Atmospheric Science****SCAS 131 Basic Principles of Meteorology**

Fall. 3 credits.

Lecs, T R 11:15; lab, T W or R 1:25-4:25 and M W 7:00-9:30 p.m.

M. W. Wysocki.

A simplified treatment of the structure of the atmosphere: heat balance of the earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems.

**SCAS 231 Climate and Climate Change: Introduction to Climatology**

Fall. 3 credits. Prerequisite: SCAS 131 or instructor's approval.

Lecs M W F 11:15. K. H. Cook.

Study of the features of today's climate, including a discussion of the processes that maintain the observed atmospheric circulation, moisture, and temperature distributions. Investigation of past climates and a survey of current climate change issues.

**SCAS 250 Meteorological Observations and Instruments**

Spring. 3 credits. Prerequisite: SCAS 131.

Lecs, M W 12:20; lab, W 1:25-3:20.

M. W. Wysocki.

Methods and principles of meteorological measurements and observations, including surface, free-air, and remote systems. Instrument siting, mounting, and protection. Instrument response characteristics, calibration, and standardization. Recorders and data-logging systems. Laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination. Lab fee, \$45.

**SCAS 334 Microclimatology**

Spring. 3 credits. Recommended: a course in physics.

T R 10:10-11:25. D. S. Wilks.

The relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined, with emphasis on the energy balance.

**[SCAS 342 Theoretical Meteorology I**

Fall. 3 credits. Prerequisites: one year of calculus and one semester of physics. Not offered 1994-95.

M W F 10:10. W. W. Knapp.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics covered

include thermodynamic processes of dry air, water vapor and moist air, and concepts of hydrostatics and stability.]

### SCAS 343 Theoretical Meteorology II

Spring. 3 credits. Prerequisites: one year each of calculus and physics.

M W F 10:10. W. W. Knapp.

Introduction to atmospheric dynamics and to the methods of description and quantitative analysis used in meteorology. Topics considered include equations of atmospheric motion, motion in the free atmosphere, vertical variations of wind and pressure fields, mathematical representation and characteristics of fronts, mechanisms of pressure change, concepts of circulation and vorticity, and effects of friction on atmospheric motion.

### SCAS 352 Synoptic Meteorology I

Spring. 3 credits. Prerequisites: SCAS 342 and concurrent enrollment in SCAS 343.

Lecs, T R 9:05; lab, M 1:25-3:20.

M. W. Wysocki.

Weather map analysis and forecasting techniques are studied by applying the principles of fluid and heat flow. This course will strengthen previously introduced meteorological concepts that will be applied to forecasting mid-latitude synoptic scale weather systems, such as cyclones, anticyclones, jet streams, fronts, and waves.

### SCAS 353 Application of Fortran in Meteorology

Fall. 3 credits. Prerequisites: SCAS 131 plus one computer programming course.

Lec, T R 12:20-1:10; lab, F 1:25-3:20.

M. W. Wysocki.

An introduction to numerical techniques using Fortran to solve meteorological problems. No previous experience with Fortran is expected.

### SCAS 357 Atmospheric Air Pollution

Fall. 3 credits. Prerequisites: SCAS 342 and one semester of chemistry or permission of instructor. Offered alternate years.

M W F 11:15-12:05. M. W. Wysocki.

Course will examine sources, effects, transport, measurement, and controls of air pollution. The basic principles in each area will be discussed with an emphasis on their local, regional, and global impacts.

### SCAS 435 Statistical Methods in Meteorology

Fall. 3 credits. Prerequisite: an introductory course in statistics (e.g., BTRY 215 or AG EC 310) and calculus.

T R 10:10-11:25. D. S. Wilks.

Statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications. Some statistical characteristics of meteorological data, including probability distributions, intercorrelations, and persistence. Operational forecasts derived from multiple regression models, including the MOS system. Forecast verification techniques and scoring rules. Time series analysis, EOFs, and other research topics as time permits.

### SCAS 444 Tropical Meteorology

Spring. 3 credits. Prerequisites: SCAS 343 or instructor's approval. Offered alternate years.

M W F 11:15-12:05. K. H. Cook.

Structure and dynamics of the tropical atmosphere on a wide range of time and space scales ranging from meso-scale convective systems to planetary waves. Topics include hurricanes, monsoonal circulation, and El Nino.

### [SCAS 446 Atmospheric Modeling

Spring. 3 credits. Prerequisites: SCAS 343, 451 or instructor's approval. Offered alternate years. Not offered 1994-95.

M W F 11:15-12:05. K. H. Cook.

Numerical models of the atmosphere, including simple climate, general circulation, and numerical weather prediction models. We will focus on choosing a set of governing equations for a particular application and translating that system into a diagnostic or predictive model.]

### [SCAS 448 Physical Meteorology

Fall. 3 credits. Prerequisites: a year each of calculus and physics. Offered alternate years. Not offered 1994-95.

M W F 11:15. W. W. Knapp.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, solar and terrestrial radiation, and principles of radar probing of the atmosphere.]

### SCAS 451 Synoptic Meteorology II

Fall. 3 credits. Prerequisite: SCAS 352 or permission of instructor.

Lecs, T R 9:05; lab, M 1:25-3:20.

S. J. Colucci.

Advanced topics in synoptic meteorology, such as behavior of midlatitude weather systems, fronts and jets, and precipitation-producing structures.

### [SCAS 456 Mesoscale Meteorology

Spring. 3 credits. Prerequisite: SCAS 451 or permission of instructor. Offered alternate years. Not offered 1994-95.

M W F 12:20-1:10. S. J. Colucci.

Structure and dynamics of mid-latitude mesoscale weather systems such as squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms.]

### SCAS 652 Atmospheric Dynamics

Spring. 3 credits. Prerequisites: SCAS 451 or permission of instructor. Offered alternate years.

T R 12:20-1:35. S. J. Colucci.

Advanced topics in theoretical meteorology such as atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and middle atmosphere dynamics.

### SCAS 692 Special Topics in Atmospheric Sciences

Fall or spring. 1-6 credits. S-U grades optional.

Hours to be arranged. Staff.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

### SCAS 791 Meteorology Seminar

Fall or spring. Prerequisite: permission of instructor.

Hours to be announced. Staff.

Subjects such as weather modification, paleoclimatology, and atmospheric pollution.

### SCAS 859 Master's Level Thesis Research in Meteorology

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

### SCAS 959 Doctoral-Level Thesis Research in Meteorology

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

## Crop Science

### SCAS 311 Grain Crops

Fall. 4 credits. Prerequisite: SCAS 260 or BIOPL 241.

Lecs, M W F 10:10; lab, M or

T 1:25-4:25. 1 or 2 field trips during lab periods (until 5 p.m. or on weekends).

R. L. Obendorf.

Principles of field-crop growth, development and maturation, species recognition, soil and climatic adaptations, liming and mineral nutrition, weed control, cropping sequences, management systems, and crop improvement are considered. Grain, protein, fiber, and sugar crops are emphasized.

### SCAS 312 Forage Crops

Spring. 4 credits. Prerequisites: SCAS 260 or BIOPL 241 or equivalent. Recommended: AN SC 212.

Lecs, M W F 11:15; lab, M or T

1:25-4:25. G. W. Fick.

The production and management of crops used for livestock feed are considered in terms of establishment, growth, maintenance, harvesting, and preservation. Forage grasses, forage legumes, and corn are emphasized, and consideration is given to their value as livestock feed in terms of energy, protein, and other nutritional components.

### [SCAS 314 Production of Tropical Crops

Spring. 3 credits. Prerequisite: a course in tropical crop production. Not offered 1994-95.

Lecs, M W F 10:10. Staff.

An introduction to the characteristics and culture of the principal food staple crops of the tropics and subtropics and of some of the crops grown for export. Vegetables and fruits are not emphasized.]

### SCAS 315 Weed Science

Fall. 3 credits. Prerequisite: introductory course in biology or botany.

Lecs, T R 9:05; lab, M, T, or W 2-4:25.

J. M. DiTomaso.

Principles of weed science are examined. Emphasis is on (a) weed ecology, (b) chemistry of herbicides in relation to effects on the environment and plant growth, and (c) control of weeds in crops. Laboratory covers weed identification and ecology, herbicide selectivity, symptomology, and behavior in soil.

### [SCAS 317 Seed Science and Technology

Fall. 3 credits. Prerequisite: BIOPL 241 or equivalent. Offered alternate years. Not offered 1994-95.

Lecs, T R 11:15; lab R 1:25-4:25; 2 all-day field trips will be scheduled during the semester. A. G. Taylor, Geneva Experiment Station (Ithaca contact, R. L. Obendorf).

The principles and practices involved in the production, harvesting, processing, storage, testing, quality management, certification, and use of high-quality seed from improved cultivars. Information is applicable to various kinds of agricultural seeds.]



**SCAS 608 Water Status in Plants and Soils**

Fall. 1 credit. Prerequisite: permission of instructor. S-U grades only. Offered alternate years.

Lec, 1 hour to be arranged; lab, R 1:25-4:25 or as arranged. T. L. Setter. Techniques for field appraisal of the status of water in plants and soil, including methods used in physiological studies, such as the psychrometer, pressure chamber, gas exchange analyzer, and abscisic acid analysis with ELISA.

**[SCAS 610 Physiology of Environmental Stresses**

Spring. 3 credits. Prerequisite: BIOPL 242 or 341. Offered alternate years. Not offered 1994-95.

Lecs, T R 10:10-11:25. P. L. Steponkus. A study of the responses of plants to environmental stresses, with emphasis on thermal stresses including chilling, freezing, and high temperature injury. Emphasis is on the physiological and biochemical basis of injury and plant resistance mechanisms at the whole-plant, cellular, and molecular levels.]

**SCAS 612 Seed Physiology**

Spring. 3 credits. Prerequisite: plant physiology.

T R 8:30-9:55. R. L. Obendorf. Morphology, physiology, and biochemistry of cereal, legume, and oil-seed formation, composition, storage, and germination. Emphasis is on the deposition of seed reserves during seed formation, stabilization of reserves during storage, and mobilization of reserves during germination. Topics range from on-farm problems to molecular mechanisms.

**SCAS 613 Physiology and Ecology of Yield**

Spring. 3 credits. Prerequisite: plant physiology.

M W F 12:20. T. L. Setter. A study of the constraints on crop productivity from a physiological perspective. Influence of environment and genetics on the assimilation, translocation, and partitioning of carbon and nitrogen during crop ontogeny. Emphasis on growth processes of vegetative plant organs.

**SCAS 614 Research Methods in Weed Physiology**

Spring. 2 credits. Prerequisite: SCAS 315 or equivalent. Offered alternate years.

Labs to be arranged. J. M. DiTomaso. Examination of a variety of modern techniques used to study herbicide absorption, translocation, metabolism, mode of action, and mechanism of resistance. Experiments will also be designed to study herbicide behavior and detection in soils. Laboratories will be accompanied by short lectures pertinent to experimental topics.

**SCAS 642 Plant Mineral Nutrition (also BIOPL 642)**

Spring. 3 credits. Prerequisite: BIOPL 341 or equivalent. Offered alternate years.

Lecs, M W F 10:10-11. L. V. Kochian, R. M. Welch. A detailed study of the processes by which plants acquire and utilize mineral nutrients from the soil. Topics will include the uptake, translocation, and compartmentation of mineral elements; root-soil interactions; metabolism of mineral elements; the involvement of mineral nutrients in various physiological processes; and nutrition of plants adapted to extreme environmental stresses (e.g., acid soils). Specific mineral elements

will be emphasized to illustrate the above topics.

**SCAS 690 Root-Soil Interactions**

Fall or spring. 1-2 credits. S-U grades optional.

Hours to be arranged. R. W. Zobel. A topic dealing with root-soil interaction will be selected during the first meeting of the term. Students will prepare one or two seminars based on published work on the topic. Possible topics include root genetics, root morphology, conservation tillage, and soil temperature.

**SCAS 691 Special Topics in Crop Science**

Fall or spring. 1-6 credits. S-U grades optional.

Hours to be arranged. Staff. Study of topics in crop science that are more specialized or different from other courses. Special topics to be offered will depend on staff and student interests.

**SCAS 829 Master's-Level Thesis Research in Crop Science**

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

**SCAS 929 Doctoral-Level Thesis Research in Crop Science**

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional. Hours by arrangement.

**Remote Sensing****[SCAS 461 Remote Sensing: Environmental Applications (also Civil and Environmental Engineering 411)]**

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 1994-95.

Lecs, T R 10:10; lab, T 2:30-4:25 (a second lab sec will be scheduled if more than 15 students register).

A survey of how remote sensing is applied in various environmental disciplines. Laboratory emphasis is on using aircraft and satellite imagery for inventorying and monitoring surface features in engineering, planning, agriculture, and natural resource assessments.]

**SCAS 660 Remote Sensing Fundamentals (also Civil and Environmental Engineering 610)**

Fall. 3 credits. Prerequisite: permission of instructor.

Lecs, T R 10:10; lab, T 2:30-4:25. W. D. Philpot.

An introduction to equipment and methods used in obtaining information about earth resources and the environment from aircraft or satellite. Coverage includes sensors, sensor and ground-data acquisition, data analysis and interpretation, and project design.

**Soil Science****SCAS 260 Introduction to Soil Science**

Spring. 4 credits. Prerequisite: CHEM 103, 207 or 215. S-U grades optional.

Lecs, M W F 9:05; lab, M T W or R 1:25. R. B. Bryant.

A comprehensive introduction to the field of soil science, with emphasis on scientific principles and their application to solving soil management problems. The laboratory exercises stress quantitative measurement of soil properties.

**SCAS 321 Soil and Water Management**

Spring. 2 credits. Prerequisites: SCAS 190 or 260. Concurrent registration in ABEN 321 required. S-U grades optional.

Lec, M W 9:05; disc, M 1:25-4:25. T. W. Scott, M. F. Walter.

An interdisciplinary course intended to introduce students to the general principles of soil and water interaction and to the effects of human intervention in these processes. Aspects of soil and water management, including hydrology, soil erosion, irrigation, drainage, and water quality are examined. Case studies from both the United States and the tropics are used to illustrate basic principles.

**SCAS 362 Soil Morphology**

Fall. 1 credit. Undergraduates only. Recommended for sophomores and juniors. R 1:25-4:25; all-day field trip required.

R. B. Bryant, J. M. Galbraith. The principles for field identification of soil properties, profiles, and landscapes are presented. A series of soil pits are examined, described, classified, and interpreted in the field.

**SCAS 363 Intermediate Soil Science I: Genesis, Classification, and Survey**

Fall, weeks 1-7. 2 credits. Prerequisite: SCAS 260.

Lecs, M W F 10:10; lab, W 1:25-4:25. One all-day field trip is required. R. B. Bryant.

Factors and processes of soil formation. Principles of field identification, classification, survey, and interpretation. Laboratory exercises and field trips provide practical training in soil morphology and landscape relations. Course ends at mid-semester and is part of a sequence of three Intermediate Soil Science courses.

**[SCAS 364 Intermediate Soil Science II: Physics**

Fall, weeks 8-14. 2 credits. Prerequisites: SCAS 260, one year of calculus and consent of instructor. Not offered 1994-95.

Lecs, M W F 10:10; lab, W 1:25-4:25. P. Baveye.

Description and measurement of the status of water in soils. Theory of water, solute, and heat transport. Infiltration, drainage, and redistribution. Weekly laboratory and problem-solving sessions illustrate the concepts introduced in class. Course starts at mid-semester and is part of a sequence of three intermediate Soil Science courses.]

**SCAS 365 Intermediate Soil Science III: Chemistry and Microbiology**

Spring. 3 credits. Prerequisite: SCAS 260. T R 10:10-11:30. M. McBride and M. Alexander.

The chemical properties and microorganisms of soil and the chemical reactions and transformations occurring in soil. This course is part of a sequence of three intermediate Soil Science courses.

**SCAS 371 Hydrology and the Environment (also Agricultural and Biological Engineering 371, and Geological Sciences 204)**

Spring. 3 credits. Students enrolled in the statutory colleges must enroll in ABEN 371 or SCAS 371. Prerequisite: 1 course in calculus.

Lecs, T R 9:05; lab, F 1:25-3:20. T. S. Steenhuis, J.-Y. Parlange, M. F. Walter, L. M. Cathles.

Introduction to hydrology as a description of the hydrologic cycle and the role of water and

chemicals in the natural environment. Includes precipitation, infiltration, evapotranspiration, groundwater, surface runoff, river meandering floods, and droughts. Case studies, short field trips, computer programs, and laboratories are used to foster an understanding of concepts and principles of hydrologic processes.

### SCAS 372 Soil Fertility Management

Fall. 3 credits. Prerequisite: SCAS 260 or permission of instructor.

M W F 9:05. D. R. Bouldin.

An integrated discussion of soil crop yield relationships, with emphasis on the soil as a source of mineral nutrients for crops and the role of fertilizers and manure in crop production.

### SCAS 373 Soil, Water, and Aquatic Plants

Fall. 3 credits. Prerequisites: SCAS 260, BIO G 101-102, and CHEM 103-104 or equivalents.

Lec, T R 11:15; lab, R 1:25-4:25.

J. H. Peverly.

The success or failure of soil and water management is manifested in streams, wetlands, lakes, and aquifers. Chemical and biological changes downstream are studied and related to agricultural management techniques upstream. Basic chemical and physiological processes are presented and used to suggest appropriate responses to water management problems.

### SCAS 385 Biogeochemical Cycles, Agriculture, and the Environment

Spring. 2 credits. Prerequisites: CHEM 103 or 207 and SCAS 260 or equivalent.

Lecs, T R 11:15-12:05. J. M. Duxbury.

The impact of agriculture on aspects of the global biogeochemical cycles of carbon, nitrogen, sulfur, and phosphorus is discussed and illustrated with current agricultural and environmental issues. Topics include sustainable agriculture, effects of nitrogen fixation, acid rain, global warming, and land disposal of wastes.

### SCAS 471 Properties and Appraisal of Soils of the Tropics

Spring. 3 credits. Prerequisite: SCAS 260 or equivalent. S-U grades optional. No audits accepted. Offered alternate years.

Lecs, T R 12:20; disc, W 1:25-3:25.

A. Van Wambeke.

The course examines the conditions in which soils form, and considers ecological, geological and vegetational factors that produce the diversity that exists among them. The major kinds of soils are recognized, their management properties described, and methods to alleviate the constraints to crop production examined. Topics include the identification of soils, and their functions in sustaining traditional farming systems and advanced technological packages. The course pursues these themes reviewing the most recent sources of information generated in tropical countries and published in Latin-American, Francophone, and English journals. The last part of the course gives special attention to salt-affected soils, paddy rice cultivation and the characteristics of acid-sulfate soils.

### SCAS 473 Ecology of Agricultural Systems (also BIOES 473)

Fall. 3 credits. Limited to 45 students. Prerequisite: BIOES 261 or permission of instructor. S-U grades optional. Offered alternate years.

Lec and disc, T R 2:30-3:45. During the first 6 weeks of class the Thursday meetings may run to 5:00 because of field trips. A. G. Power and staff.

Analysis of the ecological processes operating in agricultural systems, with an emphasis on the interactions between organisms. Topics include nutrient dynamics in agroecosystems, plant competition and facilitation, intercropping, the ecology of species invasions, mutualism in agroecosystems, plant-herbivore relations, plant-pathogen interactions, biological pest control, and evolutionary processes in agriculture. Case studies from both the tropics and the temperate zone are used to illustrate important concepts.

### [SCAS 483 Environmental Biophysics

Fall. 3 credits. Prerequisite: SCAS 260 or equivalent or permission of instructor. Not offered 1994-95.

Lecs, M W F 11:15. S. J. Riha.

Introduction to basic principles of energy and water transfer and storage in soil-plant systems. Energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, and water dynamics in the soil-plant-atmosphere continuum will be covered. Applications to agronomic and environmental problems and instrument design and use are considered through discussion and problems sets.]

### SCAS 663 Pedology

Spring. 3 credits. Prerequisite: SCAS 361 or permission of instructor. Textbook recommended, not required. Offered alternate years.

Hours to be arranged. R. B. Bryant.

Weathering, reactions, and processes of soil genesis. Principles of soil classification and the rationale and utilization of soil taxonomy. Development and significance of major groups of soils of the world.

### SCAS 666 Advanced Soil Microbiology

Fall. 1 credit. Prerequisite: SCAS 476 or permission of instructor. S-U grades only for graduate students.

T 12:20. M. Alexander.

Discussions of current topics in special areas of soil microbiology. Particular attention is given to biochemical problems in microbial ecology.

### [SCAS 667 Advanced Soil Physics

Spring. 3 credits. Prerequisites: One year of college physics and SCAS 483 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1994-95.

Hours to be arranged. P. Baveye.

A detailed study of measurement processes and of the hydrostatics of aqueous solutions in soils and porous media, with emphasis on fundamental principles. Examination of the molecular aspects of water-solid interactions, including shrink-swell phenomena and the properties of absorbed water. Analysis of equilibrium water adsorption from thermodynamic and mechanistic (molecular) standpoints. Mechanical and thermodynamic analysis of the equilibrium status of aqueous solutions in deformable soils. Formal lectures are complemented by tutorial sessions.]

### SCAS 669 Organic Matter—Soils, Sediments, and Waters

Spring. 2 or 3 (with discussion) credits.

Prerequisites: SCAS 260 and CHEM 357-358 or equivalent.

T R 9:05; disc W 1:25-2:15.

J. M. Duxbury.

A discussion of current concepts on the chemical nature, dynamics, and properties of natural organics and organo-mineral associations in terrestrial and aquatic environments. Interaction with anthropogenic organics and effects of anthropogenic activities on natural organics are considered.

### [SCAS 671 Soil Chemistry

Fall. 3 credits. Prerequisite: one year of physical chemistry or permission of instructor. Offered alternate years. Not offered 1994-95.

Lecs, M W F 11:15. M. B. McBride.

A detailed examination of the structure and surface chemistry of minerals common to soils. Ion exchange, mineral-solution equilibria, and adsorption reactions of silicate clays and oxides will be emphasized.]

### SCAS 675 Modeling the Soil-Plant-Atmosphere System

Spring. 3 credits. Prerequisite: SCAS 483 or equivalent and COM S 100 or equivalent.

Offered alternate years.

Lecs, T R 1:25-2:45. J. L. Hutson,

S. J. Riha.

Derivation of dynamic simulation models of soil-plant-atmosphere systems and their application. Models will include water, plant nutrients, and pesticide transport and their interaction with soil and plants. Students will develop their own models and apply existing models to environmental and plant production problems.

### SCAS 681 Soil Physics Research Seminar

Fall. 1 credit. Open to graduate students.

To be arranged. P. Baveye, J. Hutson, H. van Es.

Discussions of current topics in special areas of soil physics and presentation of research carried out by participants.

### SCAS 693 Special Topics in Soil Science

Fall or spring. 1-6 credits. S-U grades optional.

Hours to be arranged. Staff.

Study of topics in soil science that are more specialized or different from other courses. Special topics to be covered will depend on staff and student interests.

### SCAS 889 Master's-Level Thesis Research in Soil Science

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

### SCAS 989 Doctoral-Level Thesis Research in Soil Science

Fall or spring. Credit by arrangement. Limited to students in the graduate field. S-U grades optional.

Hours by arrangement.

Courses in "Remote Sensing" are also listed under the Department of Civil and Environmental Engineering in the College of Engineering.

## VEGETABLE CROPS

See Horticultural Sciences.

## FACULTY ROSTER

- Abawi, George S., Ph.D., Cornell U. Prof., Plant Pathology (Geneva)
- Acree, Terry E., Ph.D., Cornell U. Prof., Food Science, and Technology (Geneva)
- Adleman, Marvin I., M. L. A., Harvard U. Prof., Landscape Architecture
- Agnello, Arthur M., Ph.D., North Carolina State U. Assoc. Prof., Entomology (Geneva)
- Aist, James R., Ph.D., U. of Wisconsin. Prof., Plant Pathology
- Albright, Louis D., Ph.D., Cornell U. Prof., Agricultural and Biological Engineering
- Aldwinckle, Herbert S., Ph.D., U. of London (England). Prof., Plant Pathology (Geneva)
- Alexander, Martin, Ph.D., U. of Wisconsin. Liberty Hyde Bailey Professor of Soil Science, Soil, Crop, and Atmospheric Sciences
- Allee, David J., Ph.D., Cornell U. Prof., Agricultural, Resource, and Managerial Economics
- Altman, Naomi S., Ph.D., Stanford U. Asst. Prof., Plant Breeding and Biometry
- Andersen, Robert L., Ph.D., U. of Minnesota. Prof., Horticultural Sciences (Geneva)
- Anderson, Bruce L., Ph.D., U. of California at Berkeley. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Aneshansley, Daniel J., Ph.D., Cornell U. Assoc. Prof., Agricultural and Biological Engineering
- Apgar, Barbara J., Ph.D., Cornell U. Assoc. Prof., Animal Science
- Aplin, Richard D., Ph.D., Cornell U. Prof., Agricultural, Resource, and Managerial Economics
- Arneson, Phil A., Ph.D., U. of Wisconsin. Assoc. Prof., Plant Pathology
- Austic, Richard E., Ph.D., U. of California at Davis. Prof., Animal Science
- Awa, Njoku E., Ph.D., Cornell U. Assoc. Prof., Communication
- Baer, Richard A., Ph.D., Harvard U. Prof., Natural Resources
- Bain, Mark B., Ph.D., U. of Massachusetts. Assoc. Prof., Natural Resources
- Bandler, David K., M.P.S., Cornell U. Prof., Food Science
- Barbano, David M., Ph.D., Cornell U. Prof., Food Science
- Barker, Randolph, Ph.D., Iowa State U. Prof., Agricultural, Resource, and Managerial Economics
- Bartsch, James A., Ph.D., Purdue U. Assoc. Prof., Agricultural and Biological Engineering
- Bassuk, Nina L. Ph.D., U. of London (England). Prof., Floriculture and Ornamental Horticulture
- Batt, Carl A., Ph.D., Rutgers U. Assoc. Prof., Food Science
- Baughee, Sherene, Ph.D., SUNY Stonybrook. Asst. Prof., Landscape Architecture
- Bauman, Dale E., Ph.D., U. of Illinois. Prof., Animal Science
- Baveye, Philippe C., Ph.D., U. of California at Riverside. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Bedford, Barbara, Ph.D., U. of Wisconsin, Madison. Asst. Prof., Natural Resources
- Beer, Steven V., Ph.D., U. of California at Davis. Assoc. Prof., Plant Pathology
- Beermann, Donald H., Ph.D., U. of Wisconsin. Prof., Animal Science
- Bell, Alan W., Ph.D., U. of Glasgow (Scotland). Assoc. Prof., Animal Science
- Bellinder, Robin R., Ph.D., Virginia Polytechnic Inst. and State U. Assoc. Prof., Fruit and Vegetable Science
- Bergstrom, Gary C., Ph.D., U. of Kentucky. Assoc. Prof., Plant Pathology
- Berkey, Arthur L., Ph.D., Michigan State U. Prof., Education
- Bills, Nelson L., Ph.D., Washington State U. Prof., Agricultural, Resource, and Managerial Economics
- Bjorkman, Thomas N., Ph.D., Cornell U. Asst. Prof., Horticultural Sciences (Geneva)
- Blake, Robert W., Ph.D., North Carolina State U. Prof., Animal Science
- Boisvert, Richard N., Ph.D., U. of Minnesota. Prof., Agricultural, Resource, and Managerial Economics
- Boor, Kathryn J., Ph.D., U. of California at Davis. Asst. Prof., Food Science
- Bouldin, David R., Ph.D., Iowa State U. Prof., Soil, Crop, and Atmospheric Sciences
- Bourne, Malcolm C., Ph.D., U. of California at Davis. Prof., Food Science and Technology (Geneva)
- Boyd, R. Dean, Ph.D., U. of Nebraska. Assoc. Prof., Animal Science
- Brady, John W., Jr., Ph.D., SUNY at Stonybrook. Assoc. Prof., Food Science
- Brake, John R., Ph.D., North Carolina State U. W.I. Myers Professor of Agricultural Finance, Agricultural, Resource, and Managerial Economics
- Broadway, Roxanne M., Ph.D., U. of California at Davis. Assoc. Prof., Entomology (Geneva)
- Brown, Dan L., Ph.D., Cornell U. Assoc. Prof., Animal Science
- Brown, David L., Ph.D., U. of Wisconsin. Professor, Rural Sociology
- Brown, Susan K., Ph.D., U. of California at Davis. Assoc. Prof., Horticultural Sciences (Geneva)
- Bryant, Ray B., Ph.D., Purdue U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Burr, Thomas J., Ph.D., U. of California at Berkeley. Prof., Plant Pathology (Geneva)
- Butler, Walter R., Ph.D., Purdue U. Prof., Animal Science
- Call, David L., Ph.D., Cornell U. Prof., Agricultural, Resource, and Managerial Economics
- Capps, Susan G., Ph.D., North Carolina State U. Asst. Prof., Agricultural and Biological Engineering
- Carlsen, William S., Ph.D., Stanford U. Assoc. Prof., Education
- Casella, George, Ph.D., Purdue U. Prof., Plant Breeding and Biometry
- Casler, George L., Ph.D., Purdue U. Prof., Agricultural, Resource, and Managerial Economics
- Castillo-Chavez, Carlos, Ph.D., U. of Wisconsin. Assoc. Prof., Plant Breeding and Biometry
- Chapman, Lewis D., Ph.D., U. of California at Berkeley. Prof., Agricultural, Resource, and Managerial Economics
- Chase, Larry E., Ph.D., Pennsylvania State U. Assoc. Prof., Animal Science
- Cherney, Jerome H., Ph.D., U. of Minnesota. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Christy, Ralph D., Ph.D., Michigan State U. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Churchill, Gary A., Ph.D., U. of Washington. Asst. Prof., Plant Breeding and Biometry
- Coffman, W. Ronnie, Ph.D., Cornell U. Prof., Plant Breeding and Biometry
- Colle, Royal D., Ph.D., Cornell U. Prof., Communication
- Collmer, Alan R., Ph.D., Cornell U. Assoc. Prof., Plant Pathology
- Colucci, Stephen J., Ph.D., SUNY. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Confrey, Jere, Ph.D., Cornell U. Assoc. Prof., Education
- Conneman, George J., Ph.D., Pennsylvania State U. Prof., Agricultural, Resource, and Managerial Economics
- Conrad, Jon M., Ph.D., U. of Wisconsin. Prof., Agricultural, Resource, and Managerial Economics
- Cook, Kerry H., Ph.D., North Carolina State U. Asst. Prof., Soil, Crop, and Atmospheric Sciences
- Cooke, J. Robert, Ph.D., North Carolina State U. Prof., Agricultural and Biological Engineering
- Cox, William J., Ph.D., Oregon State U. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Creasy, Leroy L., Ph.D., U. of California at Davis. Prof., Fruit and Vegetable Science
- Currie, W. Bruce, Ph.D., Macquarie U. (Australia) Prof., Animal Science
- Datta, Ashim K., Ph.D., U. of Florida. Assoc. Prof., Agricultural and Biological Engineering
- Davis, Paula M., Ph.D., Iowa State U. Asst. Prof., Entomology
- Decker, Daniel J., Ph.D., Cornell U. Assoc. Prof., Natural Resources
- DeGloria, Stephen D., Ph.D., U. of California at Berkeley. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- de Gorter, Harry, Ph.D., U. of California at Berkeley. Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Derksen, Richard C., Ph.D., U. of Illinois. Asst. Prof., Agricultural and Biological Engineering
- Deshler, J. David, Ed.D., U. of California at Los Angeles. Assoc. Prof., Education
- Dickson, Michael H., Ph.D., Michigan State U. Prof., Horticultural Sciences (Geneva)
- Dillard, Helene R., Ph.D., U. of California at Berkeley. Assoc. Prof., Plant Pathology (Geneva)
- DiTomaso, Joseph M., Ph.D., U. of California at Davis. Assoc. Prof., Soil, Crop, and Atmospheric Sciences
- Downing, Donald L., Ph.D., U. of Georgia. Prof., Food Science and Technology (Geneva)
- Dunn, James A., Ph.D., U. of Michigan. Prof., Education
- Durst, Richard A., Ph.D., Massachusetts Institute of Technology. Prof., Food Science and Technology (Geneva)
- Duxbury, John M., Ph.D., U. of Birmingham (England). Prof., Soil, Crop, and Atmospheric Sciences
- Earle, Elizabeth D., Ph.D., Harvard U. Prof., Plant Breeding and Biometry
- Eberts, Paul R., Ph.D., U. of Michigan. Prof., Rural Sociology
- Eckenrode, Charles J., Jr., Ph.D., U. of Wisconsin. Prof., Entomology (Geneva)
- Egner, Joan R., Ed.D., Cornell U. Prof., Education
- Eickwort, George C., Ph.D., U. of Kansas. Prof., Entomology
- Ellerbrock, LeRoy A., Ph.D., Cornell U. Assoc. Prof., Fruit and Vegetable Science
- Erickson, Eugene C., Ph.D., Michigan State U. Prof., Rural Sociology
- Everett, Robert W., Ph.D., Michigan State U. Prof., Animal Science
- Ewert, D. Merrill, Ph.D., U. of Wisconsin. Asst. Prof., Education
- Ewing, Elmer E., Ph.D., Cornell U. Prof., Fruit and Vegetable Science

- Fahey, Timothy J., Ph.D., U. of Wyoming.  
Assoc. Prof., Natural Resources
- Feldman, Rochelle, Ph.D., U. of Connecticut.  
Assoc. Prof., Rural Sociology
- Fick, Gary W., Ph.D., U. of California at Davis.  
Prof., Soil, Crop, and Atmospheric Sciences
- Figueroa, Enrique E., Ph.D., U. of California at Davis.  
Assoc. Prof., Agricultural, Resource, and Managerial Economics
- Fiori, Bart J., Ph.D., Cornell U. Assoc. Prof.,  
Entomology (Geneva)
- Forker, Olan D., Ph.D., U. of California at Berkeley.  
Prof., Agricultural, Resource, and Managerial Economics
- Forsline, Philip L., M.S., U. of Minnesota. Asst.  
Prof., Horticultural Sciences (Geneva)
- Fox, Danny G., Ph.D., Ohio State U. Prof.,  
Animal Science
- Francis, Joe D., Ph.D., U. of Missouri. Assoc.  
Prof., Rural Sociology
- Fry, William E., Ph.D., Cornell U. Prof., Plant  
Pathology
- Furry, Ronald B., Ph.D., Iowa State U. Prof.,  
Agricultural and Biological Engineering
- Galton, David M., Ph.D., Ohio State U. Assoc.  
Prof., Animal Science
- Gavin, Thomas A., Ph.D., Oregon State U.  
Assoc. Prof., Natural Resources
- Gay, Geraldine K., Ph.D., Cornell U. Assoc.  
Prof., Communication
- Gebremedhin, Kifle G., Ph.D., U. of Wisconsin.  
Assoc. Prof., Agricultural and Biological Engineering
- Geisler, Charles C., Ph.D., U. of Wisconsin.  
Assoc. Prof., Rural Sociology
- German, Gene A., Ph.D., Cornell U. Prof.,  
Agricultural, Resource, and Managerial Economics
- Gilbert, Cole, Ph.D. U. of Kansas. Asst. Prof.,  
Entomology
- Gillett, James W., Ph.D., U. of California at Berkeley.  
Prof., Natural Resources
- Glasgow, Nina, Ph.D., U. of Illinois. Asst.  
Prof., Rural Sociology
- Glynn, Carroll, Ph.D., U. of Wisconsin. Assoc.  
Prof., Communication
- Gonsalves, Dennis, Ph.D., U. of California at Davis.  
Prof., Plant Pathology (Geneva)
- Good, George L., Ph.D., Cornell U. Prof.,  
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- Gorewit, Ronald C., Ph.D., Michigan State U.  
Prof., Animal Science
- Gortzig, Carl F., Ph.D., Michigan State U.  
Prof., Floriculture and Ornamental Horticulture
- Graham, Donald C., Ph.D., Cornell U. Assoc.  
Prof., Food Science
- Gravani, Robert B., Ph.D., Cornell U. Prof.,  
Food Science
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